

PRESENTED BY

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Normal School





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Volume IX

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No. 1

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The NORTHERN
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NORMAL SCHOOL
QUARTERLY



DE KALB, ILLINOIS



THE NORTHERN ILLINOIS
STATE NORMAL SCHOOL

QUARTERLY

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Volume IX

AUGUST, 1911

Number 1

map



Announcements, Courses of Study
Names of Faculty, Students and Alumni 1910-11



TWELFTH YEAR
Ending August 4, 1911 *map*

CALENDAR FOR 1911-12

FALL TERM.

Monday, September 11.....Enrollment and Assignment of Work
Tuesday, September 12.....Recitations begin at 8:30 a. m.
Thursday, December 21.....Term closes at 3:05 p. m.

WINTER TERM

Monday, January 1.....Enrollment and Assignment of Work
Tuesday, January 2.....Recitations begin at 8:30 a. m.
Friday, March 22.....Term closes at Noon

SPRING TERM

Monday, April 1.....Enrollment and Assignment of Work
Tuesday, April 2.....Recitations begin at 8:30 a. m.
Wednesday, June 19.....Term closes at Noon
Thursday, June 20.....Annual Commencement at 9:30 a. m.

SUMMER TERM, 1912

Monday, June 24.....Term of Six Weeks opens at 8:00 a. m.
School Year of 1912-13 opens September 9.

BOARD OF TRUSTEES

HON. ADAMS A. GOODRICH, President.....The Rookery, Chicago
J. J. MCLALLEN, Secretary.....Aurora
HON. FRANCIS G. BLAIR, Superintendent of Public Instruction and
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*Deceased.

FACULTY

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President and Professor of Psychology
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Professor of Pedagogy and Assistant in Psychology
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Professor of History
EDITH S. PATTEN, Ph.B.,
Assistant in History
SWEN FRANKLIN PARSON,
Professor of Mathematics
ANNA PARMELEE,
Assistant in Mathematics
CHARLES W. WHITTEN, A.B.,
Professor of Physics and Chemistry
RALPH E. WAGER, A.M., Ped. B.,
Professor of Biology
JESSIE R. MANN,
Assistant in Science
IDA S. SIMONSON, B.L.,
Professor of Literature
MABEL JANET DEWEY, B.S.,
Assistant in Literature
JENNIE E. FARLEY,
Professor of Reading and Oratory
MARION WELLER, A.B.,
Professor of Geography
MARY ROSS WHITMAN, A.B.,
Professor of Ancient and Modern Languages
WILLIAM W. WIRTZ, A.B.,
Assistant in Ancient and Modern Languages and Director of Athletics
CHARLOTTE S. HUFF,
Professor of Music
OLIVE G. PRATT,
Assistant in Music
SAMUEL J. VAUGHN, A.B.,
Professor of Manual Training
L. EVELINE MERRITT,
Professor of Drawing
EDITH HALL, B.S.,
Professor of Domestic Science
JESSICA FOSTER,
Director of Physical Training
JAMES ROY SKILES,
Principal Training School, Normal Building
MRS. CORA TAYLOR BENEDICT,
Critic Teacher Grammar Grades
ADDIE L. McLEAN,
JOSEPHINE MILLER,
Critic Teachers Intermediate Grades
MRS. LIDA B. McMURRY,
Critic Teacher Primary Grades
MABEL NORTON,
Assistant in Primary Grades
WARREN JONES, A.B.,
Principal and Critic Teacher Eighth Grade, Glidden School
CARRIE B. EDMONSON,
Critic Teacher Seventh Grade, Glidden School

TILLIE C. BAIE,
 Critic Teacher Sixth Grade, Glidden School
 BERTHA F. HUNTSMAN,
 Critic Teacher Fifth Grade, Glidden School
 EDNA TAZEWELL,
 Critic Teacher Fourth Grade, Glidden School
 MARY FITCH,
 Critic Teacher Third Grade, Glidden School
 BESSIE M. COOPER,
 Critic Teacher Second Grade, Glidden School
 E. LOUISE ADAMS,
 Critic Teacher First Grade, Glidden School
 JOSEPHINE MARIE JANDELL,
 Librarian
 EVA ISABEL McMAHON, B.L.S.,
 Assistant Librarian
 LYNDETH C. LUND,
 Clerk
 FRANK K. BALTHIS,
 Gardener
 GEORGE W. SHOOP,
 Superintendent of Building
 JAMES A. CLARK,
 Engineer

Extra Teachers for Summer School

EMMA RUND,
 Reading
 EDITH M. McLAUGHLIN,
 Primary Work
 CAROLINE LIVINGSTON,
 Drawing
 G. H. BRETNALL,
 Assistant in Science
 MRS. EDITH B. BROWN,
 Grammar
 ALICE REITERMAN,
 Assistant in Mathematics
 LEWIS W. COLWELL,
 Mathematics
 AVA MILAM,
 Domestic Science

NORTHERN ILLINOIS STATE NORMAL SCHOOL

The Northern Illinois State Normal School was established by an act of the General Assembly in 1895 and began its first term on September 12, 1899. It exists primarily for the purpose of preparing teachers for the public schools of Illinois. It is located in DeKalb. The town contains a population of eight thousand. It is situated on the Omaha division of the Chicago and Northwestern Railway, on a branch of the Chicago Great Western, on the Chicago, Milwaukee and Gary, and on the Spring Valley branch of the Chicago and Northwestern. It is fifty-seven miles from Chicago, and easily reached from any part of Northern Illinois. The town has fine water, electric lights, paved streets, and two electric interurban roads. It is at the center of a most fertile and prosperous country and has a healthful and bracing climate.

The material equipment of the institution is admirable. The campus contains sixty-seven acres. A native grove occupies several acres on the south and southwest. A lake of good dimensions lies on the southeast. It affords good skating in the winter and good boating when the ice is out. The rest of the campus is varied in surface with an excellent athletic field on the northeast on which is a commodious grandstand with baths. The immediate site of the buildings is terraced and adorned with sunken gardens, trees and shrubs. A large school garden lies on the north. An electric interurban railroad runs to the west door and connects the school with the railway stations and the county seat seven miles away. This road connects with another running to Genoa and Marengo, thus affording easy access from a large portion of Northern Illinois. It also connects with a second electric road to Aurora and intermediate points.

The buildings are three in number, the main building, the training school building, and the plant house. A fourth building is furnished by the city for the uses of the training school and is located a half mile distant in the residence portion of the city.

The main building is one of the most admirable of its class. It is three hundred seventy-one feet long and two hundred fifty feet in extreme depth. It contains eighty rooms and a number of teachers' offices. The auditorium has a seating capacity of twelve hundred. There are abundant class rooms, excellent library accommodations and laboratories, a large gymnasium with baths, drawing and music rooms, nine rooms for arts and crafts, halls for literary societies and other student enterprises, a study hall, a lecture room, lanterns and, in short, all necessary appliances for a highly superior equipment.

The training school building adjoins the main building and was especially planned for the needs of a Normal School. It contains the ordinary eight rooms of a graded school building and an additional smaller room in connection with each for the uses of beginners with smaller groups. It

has an assembly room, the customary play rooms, offices, and also large quarters for manual training and domestic science. It is equipped with showers and swimming tank, teachers' rooms, library and lavatories.

An excellent green house under the care of a skilled botanist and gardener furnishes ample material for decoration and for study.

CONDITIONS OF ADMISSION.

There are eight ways of entering the school:

First—A course of one year will be offered to graduates of reputable colleges, who will be admitted upon presentation of their diplomas.

Second—Graduates of good high schools having four-year courses will be admitted to a two-year course upon presentation of their diplomas. These high schools will be designated as "accredited schools."

Third—There are many schools with shorter courses whose graduates will be admitted to a three-year course upon presentation of their diplomas. These schools form a second group of "accredited schools."

Fourth—Persons holding a teacher's certificate will be admitted without examination and will be assigned to suitable courses.

Fifth—Students who have been connected with other State Normal Schools can enter upon presentation of their records if they have been honorably discharged from such institutions. All work done in such institutions will be passed to their credit here.

Sixth—Graduates of the eighth grade of rural schools are granted free tuition for four years by winning first place in a competitive examination, held by the county superintendent of schools, in accordance with an act passed in 1905.

Seventh—There are many persons who have none of the above qualifications and yet are well prepared to do work in the Normal School. Such persons should correspond with the president with regard to admission.

Eighth—Graduates of country schools will be admitted to a five-year course upon presentation of their certificates of graduation.

We have no preparatory department. If you are in doubt as to your qualifications write to the president and the matter can be determined ordinarily by correspondence.

Every candidate should present a certificate of good moral character signed by some responsible person. This will be insisted upon in all cases.

BOARDING.

Nearly all of the students of this institution board in clubs. There are several large club houses especially constructed and completely furnished for the accommodation of students, near the school buildings. They contain large dining rooms and are fitted with all the modern conveniences for dormitory purposes. In addition to these there are many private houses near good boarding clubs, in which admirable rooms may be rented at reasonable rates. The accommodations are excellent in quality, are ample in quantity and are within a few minutes' walk of the school. Facilities for self-boarding are also available and at moderate rates.

Boarding places can be secured by correspondence, although it is better to defer the selection of rooms until they can be inspected personally. The portion of the town occupied by the students is almost entirely new and has been made peculiarly attractive by public spirited citizens. Very pleasant homes are thus made available at moderate prices. Representatives of the boarding clubs are deputed to meet incoming trains and to aid students in securing satisfactory places. Twenty-five cent carriages meet

the trains, and when strangers are in doubt as to what to do they are advised to go at once to the office of the president, who will give them personal attention.

EXPENSES.

Excellent board, including room, can be secured at \$4.50 to \$4.75 a week. The incidental expenses are substantially what students make them and vary for different persons. No tuition is charged. The only expense connected with instruction is a term fee of two dollars, which is payable in advance at the beginning of each term. The expense for books and stationery is about twenty-five dollars for the full course.

COURSES OF STUDY.

Twelve courses of study leading to diplomas are offered:

1. A one-year course for college and Normal School graduates, not leading to a degree.

2. A two-year course for graduates of four-year high schools that are on the accredited list of the University of Illinois. Graduates of four-year high schools that are partially accredited can make up their conditions here.

3. A three-year course for graduates of high schools having shorter courses, and for others of equivalent preparation.

4. A four-year course including classical training.

5. A four-year course for winners of township scholarships and for other graduates of country schools.

6. A five-year course for graduates of country schools who wish to become teachers.

7. A two-year course in domestic science for the preparation of special teachers of the subject in elementary schools.

8. A two-year course in manual training for the preparation of special teachers of the subject in elementary schools.

9. A two-year course in drawing for special teachers in elementary schools.

10. A two-year course in vocal music for the preparation of special teachers of music in elementary and secondary schools.

11. A one-year course for college or university graduates, leading to the degree of Bachelor of Education.

12. A two-year course for Normal School graduates, leading to the degree of Bachelor of Education.

The foregoing courses all lead to diplomas. In addition to these courses special lines of work are offered to students who wish to teach in country schools. These courses are not presented here, for they vary materially, and large latitude is permitted to the candidates in the matter of choice. Others who wish to elect short courses will be welcome and will be accorded such privileges as their preparation warrants.

Graduates of accredited high schools who complete course two will be admitted to the junior year of the University of Illinois and to a number of other universities on the same footing.

PUPIL TEACHING.

All teaching is done in the city schools of DeKalb. Two schools are used for this purpose. One of them is in the Normal Training-School Building; the other is in one of the city buildings. Each is an eight-grade school and is equipped with all of the modern facilities.

Only half-day work is done unless pupils prefer to teach the whole day. The teacher either takes charge of a room or acts as an assistant. At least one term of room charge is necessary for the completion of the course. This work must receive the approval of the supervising critic in order to gain a passing credit. Two terms of this work are required unless the teacher shows so marked a degree of proficiency as to indicate that the time could be more advantageously devoted to the study of some of the regular or elective courses. In such a case two subjects may be taken instead of one of the two terms. Students who are engaged in teaching attend all teachers' meetings of their grade.

ILLUSTRATIVE LESSONS.

For the illustration of special methods in dealing with class exercises, illustrative lessons are given each week. These lessons are conducted by critic teachers, by teachers from the Normal department, or by students who have shown unusual skill in the training school. The classes are selected successively from the grades of the training school. The exercises are freely criticised in the light of pedagogical principles. Pupil teachers are required to attend.

In the development of the various subjects of the curriculum that bear immediately upon the work of the grades, similar exercises are employed in the regular classes of the Normal department. The teacher of grammar, for instance, desiring to show how a certain phase of the subject should be presented to a class of children, employs a class from the training school for that purpose. By means of such exercises and by their free discussion a pedagogical consciousness is awakened in the Normal students, and they are thus led to a conscious application of the principles of teaching and to self-criticism of their success in applying them.

THE LIBRARY.

An admirable library of more than fourteen thousand volumes, well catalogued, is available for the use of the students. A competent librarian and assistant are always present to render needed assistance. The library is open from eight o'clock to five every school day and from eight to twelve on Saturday.

GYMNASIUM.

A spacious gymnasium furnished with bowling alley, baths, dressing rooms and suitable apparatus, is one of the features of the institution. For field work there is a fine athletic field with track and grand stand.

A special director of physical training has charge of the women and a similar arrangement is provided for the men. The ordinary gymnasium and field games are employed for healthful and pleasing exercise and a systematic course in school-room free gymnastics with appropriate apparatus is supplied.

MANUAL TRAINING.

Two shops, one for the Normal students and another for the children of the training school, afford excellent opportunities for manual training work. Six rooms with proper equipment, aggregating more than 5,600 square feet of floor space, provide needed facilities. Woodwork, metal work, pottery, printing and book-binding are offered and courses in construction work in primary grades are on the elective list. The institution undertakes to prepare special teachers of this subject for elementary schools.

SCHOOL GARDEN.

Ample space is afforded for a school garden, which is worked out under the direction of the science department.

DOMESTIC SCIENCE.

A well equipped domestic science department with a highly competent director and assistant furnishes courses that are intended more especially for the seniors, but special students are at liberty to elect them.

The department also offers a two-year course for suitably prepared students, which fits them for special work on this line in elementary and secondary schools. The rooms in the Normal building are utilized for the Normal students and a large room in the training school building is provided for the children.

VOCAL MUSIC.

A course of one year in vocal music is required of all students except college and Normal School graduates. The purpose of the course is to prepare room teachers to give suitable instruction in singing.

The institution now offers a two-year course for those desiring to become supervisors of music in public schools.

STUDENT ORGANIZATIONS.

1. The Ellwood Literary Society. Meetings on Saturday evenings.
2. The Glidden Literary Society. Meetings on Saturday evenings.
3. Young Women's Christian Association, with a suitable room.

These associations extend a hearty welcome to all prospective students. They are important factors in the school life, and their members take an active interest in the welfare of every student. Upon arriving at DeKalb those who come for the first time should look for young men wearing the badge of the institution, who will be on hand to assist in finding agreeable homes.

4. The Ellwood Basket Ball Team.
5. The Glidden Basket Ball Team.
6. The Foot Ball Team.
7. The Base Ball Team.
8. The Treble Clef Society.
9. The Dramatic Club.

"THE NORTHERN ILLINOIS."

"The Northern Illinois" is a monthly magazine published in the interest of the school and managed by a board of directors selected by the student body.

"The Norther" is published annually by the senior class.

COURSES OF STUDY.

COURSE 1.

THE ONE-YEAR COURSE for College and Normal School graduates and not leading to a degree requires the completion of ten term-majors and one term of half-day room charge in the training school. The subjects to be taken are determined by personal conference and are selected from those given in Courses 2, 3 and 4. An educational thesis of not less than fifteen hundred words is required from each candidate.

For details respecting the one-year degree course for college graduates see Course 11.

COURSE 2.

THE TWO-YEAR COURSE is outlined herewith. The requirement for admission is graduation from a four-year high school on the accredited list of the University of Illinois. Graduates of partially accredited schools may also enter this course, but will be required to work off their conditions here or elsewhere before graduation.

Two terms of half-day teaching in the training school, one of which must be in charge of a room, are required for graduation. If, however, such superior skill is exhibited as to make such requirement unwise, two studies may be taken in lieu of one term. Substitutions for certain of the subjects will be permitted where it seems the wiser plan.

The electives and substitutions are chosen from the list following Course 3.

Graduates of this course are admitted to the junior year at the University of Illinois, Northwestern University, the University of Wisconsin and several other institutions of similar standing. Correspondence is solicited with students who desire preparation for advanced university credits.

I.	II.	III.
Geography4	Reading4	Grammar4
Drawing1—5	Drawing1—5	Drawing1—5
Biology4	Biology4	Biology4
Drawing1—5	Drawing1—5	Drawing1—5
Arithmetic4	History4	History4
Music1—5	Music1—5	Music1—5
Psychology4	Psychology4	App'd Psychology.4
Music1—5	Music1—5	Music1—5
Physical Training.2	Physical Training.2	Physical Training.2
	Themes1	
IV.	V.	VI.
Teaching or 2	Teaching or 2	Teaching or 2
electives10	electives10	electives10
Physics 5	Algebra 5	Geometry 5
Literature 4	History of Educa-	History of Educa-
School Manag't.. 1—5	tion 4	tion 4
Themes 1	School Manag't.. 1—5	School Manag't.. 1—5

An educational thesis of not less than fifteen hundred words is required for graduation.

It will be observed that "Teaching or 2 electives" appears in the IV, V and VI terms' work. Only two terms are required, but the teaching work goes on each term. In the term in which a student does no teaching two majors are taken instead.

COURSE 3.

THE THREE-YEAR COURSE follows the accompanying outline. The requirements for admission are less definitely defined than in the preceding course, as many candidates are relatively mature, but lack the technical preparation required by the higher institutions. In general the preparation should be substantially equivalent to what is implied in graduation from a three-year high school course. Graduates from such schools will be permitted certain substitutions if desired. Personal conference or correspondence will determine the work to be done.

Liberal credits are allowed by higher institutions for the work in this course.

The requirements for practice teaching are the same as in the preceding course.

I.		II.		III.	
Reading	5	Meteorology	5	Pedagogy	4
History	5	Arithmetic	5	Drawing	1—5
Grammar	4	Geography	4	Geography	4
Drawing	1—5	Drawing	1—5	Music	1—5
Arithmetic	4	Grammar	4	Algebra	4
Drawing	1—5	Drawing	1—5	Drawing	1—5
Music	2	Music	2	Nature Study.....	4
Physical Training..	2—4	Physical Training..	2—4	Music	1—5
		Themes	1	Physical Training..	2
				Themes	1
IV.		V.		VI.	
Algebra or Latin..	5	Geometry	5	Geometry or Latin	5
Ancient History...	5	Latin or Literature	5	Literature	5
Psychology	4	Psychology	4	App'd Psychology..	4
Drawing	1—5	Drawing	1—5	Drawing	1—5
Biology	4	Biology	4	Biology	4
Drawing	1—5	Drawing	1—5	Drawing	1—5
Themes	1	Themes	1		
VII.		VIII.		IX.	
Teaching or 2		Teaching or 2		Teaching or 2	
electives	10	electives	10	electives	10
Physics	5	Chemistry	5	Physical Geog.....	5
Rhetoric	4	Civics	4	History of Educa-	
School Manag't...1—5		School Manag't...1—5		tion	4
				School Manag't...1—5	

Latin may be continued through the second year by making permissible substitutions. If preferred, German may be taken instead of Latin.

An educational thesis of not less than fifteen hundred words is required for graduation.

Observe what is said above about "Teaching or 2 electives."

Substitutions can also be made for Latin in the third year.

Electives will be chosen from the following list. The studies are not of necessity confined to the particular terms under which they are listed.

ELECTIVES AND SUBSTITUTIONS.

Fall Term.		Winter Term.		Spring Term.	
Latin	5	Latin	5	Latin	5
German	5	German	5	German	5
Literature	5	Literature	5	Literature	5
Sociology	5	Sociology	5	Sociology	5
Ethics	5	Ethics	5	Oratory	5
Oratory	5	Astronomy	5	Drawing	5
Drawing	5	Drawing	5	Primary Method....	5
Logic	5	Civics	5	Intermediate Method..	5
English History....	5	History of Education..	4	7th & 8th Grade	
Advanced Nature		Primary Method....	5	Method	5
Study	5	Intermediate Method..	5	Physiography	5
Primary Method....	5	7th & 8th Grade		Political Economy....	5
Intermediate Method..	5	Method	5	Geology	5
7th & 8th Grade		Rhetoric	5	Advanced Nature	
Method	5	History of Illinois....	5	Study and Agri-	
		Chemistry	5	culture	5
		Advanced Nature		Philosophy of Edu-	
		Study	5	tion	5
		College Algebra....	5	Trigonometry	5

CATALOGUE AND COURSE OF STUDY

COURSE 4.

THE FOUR-YEAR CLASSICAL COURSE contains the pedagogical work of the three-year course and a Latin, Greek or German course. The requirements for admission are similar to those of the three-year course with credits in the languages where the work has been well done.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Latin5	Latin5	Latin5
Geography4	English Grammar....4	Pedagogy4
History5	Arithmetic5	Algebra4
Arithmetic4	Reading5	Biology4
Music2	Music2	Music2

SECOND YEAR.

First Term.	Second Term.	Third Term.
Caesar and Composition5	Caesar and Composition5	Cicero and Composition5
Algebra5	Biology4	Literature5
Biology4	Geometry5	Biology4
History5	Literature5	Geometry5
Drawing2	Drawing2	Drawing2

THIRD YEAR.

First Term.	Second Term.	Third Term.
Cicero and Composition5	Vergil5	Vergil5
Rhetoric4	German or Greek....5	German or Greek....5
German or Greek....5	Psychology4	Psychology4
Psychology4	Civics or Political Economy4	Literature or Physical Geography.....5
Drawing2	Drawing2	Drawing2

FOURTH YEAR.

First Term.	Second Term.	Third Term.
De Senectute and De Amicitia or Physics5	School Managem't...1	History of Education.4
German or Greek....5	German or Greek....5	German or Greek or Chemistry5
Teaching10	Livy or Physics.....5	School Managem't...1
	School Managem't...1	2 Electives10
	Teaching10	

An educational thesis of not less than fifteen hundred words is required of each candidate for graduation. Weekly exercises in composition extend through the whole course.

Two terms of half-day teaching are required.

COURSE 5.

FOUR-YEAR COURSE FOR EIGHTH-GRADE GRADUATES HOLDING SCHOLARSHIPS AND FOR OTHERS OF SIMILAR QUALIFICATIONS.

The Forty-fourth General Assembly passed what is commonly known as the "Lindly Bill." This law provides for the gratuitous instruction for four years in any state normal school in Illinois, of the winners of the township scholarship which this act created. The following sections of the

law will explain the methods of procedure to those who desire to avail themselves of the advantages which it offers.

Section I. Be it enacted by the people of the State of Illinois, represented in the General Assembly: that in order to equalize the advantages of the state normal schools, there shall be awarded annually, to each township, or fractional township, a scholarship which shall entitle the holder thereof to gratuitous instruction in any state normal school for a period of four years. Provided, that any township having a population exceeding one hundred thousand inhabitants, shall be entitled to five scholarships.

Section II. The County Superintendent shall receive and register the names of all applicants for such scholarships, and shall hold an examination, or cause an examination to be held, in each township for the benefit of graduates of the eighth grade. Provided, that where a township is divided by county lines the County Superintendent in whose county the sixteenth section is situate shall have charge of the examination in such township.

Section III. All examinations shall be held on the second Saturday in May of each year, according to the rules and regulations prescribed by the Superintendent of Public Instruction, and the pupil found to possess the highest qualifications shall be entitled to such scholarship. Provided, however, that such pupil shall be a resident of the township in which such examination is held. And, provided, further, that where no application is received from any township, the County Superintendent shall assign the pupil found to possess the next highest qualifications to that township.

Section IV. The County Superintendent shall certify the names and addresses of all successful applicants with the number of the township to which each pupil is accredited, to the Superintendent of Public Instruction, who shall issue to each pupil a certificate of scholarship, which shall be accepted by the authorities of any state normal school in lieu of any entrance examination, and shall exempt the holder thereof from the payment of tuition, or any term, matriculation, or any incidental fee whatsoever.

In the portions of the state not so generously supplied with high schools as in Northern Illinois, many have taken advantage of this law. In the territory mainly furnishing the pupils for the Northern Illinois State Normal School there is a high school within comparatively easy reach of every home. There are many young people, however, who have finished the rural schools, or the eighth grade of town schools, who prefer to go to the Normal School rather than to the nearest high school. Since provision must be made for the Lindly Scholarship pupils it has been decided to admit others of similar qualifications to the following courses of study if they are of sufficient maturity to take them profitably. A term fee of two dollars is the only charge for instruction and for ordinary school supplies.

It will be observed that this course is purely academic. Upon its completion a diploma will be awarded, which will be distinguished from the regular Normal School diploma by suitable designation. Pupils finishing the first two years of this course will be admitted to the Three-Year Course for the preparation of teachers. Those finishing the entire course will be admitted to the Two-Year Course of the Normal department. Upon completion of that course they will be admitted to the junior year of the University of Illinois and of other institutions of similar grade.

Students in this course will be admitted to all of the privileges of the regular Normal students. There is thus placed at their disposal an institution of very superior equipment. The two-hour minors require little outside study.

GENERAL COURSE.

FIRST YEAR.

Fall Term.	Winter Term.	Spring Term.
Arithmetic 4	Arithmetic 5	Bookkeeping 5
Nature Study 4	English 5	Agriculture 4
or Latin 5	Reading 5 (6 wks.)	or Latin 5
or Agriculture 5	Geography 5 (6 wks.)	English 5
English 5	El. Physics 4	Geography 5
Reading 4	or Latin 5	Spelling 1
Spelling 1	or Agriculture 5	Shop 2
Shop 2	Spelling 1	Drawing 2
Drawing 2	Shop 2	
Writing 2	Drawing 2	

SECOND YEAR.

Fall Term.	Winter Term.	Spring Term.
Algebra 5	Algebra 5	Algebra 5
Zoology 5	Physiol. 5	Botany 5
or Foods 5	English 5	English 5
English 5	Greek and Roman	Roman Hist. 5
Greek Hist. 5	Hist. 5	or Latin 5
or Latin 5	or Latin 5	or Agriculture 5
or Agriculture 5	or Agriculture 5	Drawing 2
Drawing 2	Drawing 2	Music 2
Music 2	Music 2	

Students completing the foregoing work, or its equivalent, will be admitted to a Three-Year Course in the Normal department without examination.

THIRD YEAR.

Fall Term.	Winter Term.	Spring Term.
Geometry 5	Geometry 5	Geometry 5
Physics 5	Physics 5	Physics 5
Med. Hist. 5	Med. and Mod. Hist. 5	Mod. Hist. 5
Literature 5	English 5	Literature 5
or Latin 5	or Latin 5	or Latin 5
Drawing 2	Drawing 2	Drawing 2

FOURTH YEAR.

Fall Term.	Winter Term.	Spring Term.
*Chemistry 5	*Chemistry 5 (6 wks.)	*Sociology 5
American History 5	Physical Geography 5	Physical Geog. 5
Commercial Arith. 5	(6 wks.)	Civics 5
*Geology 5	Civics 5 (6 wks.)	*Astronomy 5
Drawing 2	American Hist. 5	
or Manual Training 2	(6 wks.)	
	*Commercial Geog. 5	

* These subjects are suggested but not required. Substitutions may be made from the elective list.

ELECTIVE LIST.

Fall Term.	Winter Term.	Spring Term.
Literature 5	Literature 5	Rhetoric 5
Latin 5	Latin 5	Latin 5
†Manual Training 10	†Manual Training 10	Public Speaking 5
†Domestic Arts 10	†Foods 10	†Sanitation 10
Meteorology 5	Economics 5 (6 wks.)	Economics 5
Agriculture 5	Agriculture 5	Agriculture 5
Advanced Read. 5		Solid Geometry 5

These studies are not, of necessity, limited to the terms in which they are listed.

COURSE 6.

A FIVE-YEAR COURSE FOR SCHOLARSHIP PUPILS AND OTHER GRADUATES OF COUNTRY SCHOOLS AND FOR GRADUATES OF THE EIGHTH GRADE OF TOWN SCHOOLS.

FIRST YEAR.

The first year in Course 5.

SECOND YEAR.

The second year in Course 5.

THIRD YEAR.

First Term.	Second Term.	Third Term.
Reading(3) 5	Arithmetic(3) 5	Pedagogy(3) 4
History(3) 5	Geography(3) 4	Geography(3) 4
Grammar(3) 4	Grammar(3) 4	Nature Study ... (3) 4
Physics or Latin.(5) 5	Physics or Latin.(5) 5	Physics or Latin.(5) 5
Drawing(5) 2	Drawing(5) 2	Drawing(5) 2
Phys. Training...(3) 2	Phys. Training...(3) 2	Phys. Training...(3) 2
	Themes(1) 1	Themes(3) 1

FOURTH YEAR.

First Term.	Second Term.	Third Term.
Geometry(5) 5	Geometry(5) 5	Geometry(5) 5
Psychology(3) 4	Psychology(3) 4	Applied Psychol-ogy(3) 4
Biology(3) 4	Biology(3) 4	Biology(3) 4
Med. History or Latin(5) 5	Mediaeval and Modern History or Latin(5) 5	Mod. History or Latin(5) 5
Observation2	Observation2	Themes2

FIFTH YEAR.

First Term.	Second Term.	Third Term.
Rhetoric(3) 4	Literature(3) 5	Literature(3) 5
School Management(3) 1	Civics(3) 4	History of Education(3) 4
Physics or Chemistry(5) 5	School Management(3) 1	School Management(3) 1
Teaching Half Day.	Teaching Half Day.	Physical Geography(3) 5
		Reviews5

The figures in parenthesis indicate the number of the courses with which the several subjects are taken.

Substitutions for several of these courses may be made if thought that the interests of the students can be better subserved.

COURSE 7.

TWO-YEAR COURSE IN PREPARATION FOR TEACHING DOMESTIC SCIENCE. PREREQUISITES: A four-year high school course, including one year of physics, one year of chemistry, one half-year of biology and one-half year of physiology.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Physics 5	General Chemistry 5	Qual. Chemistry 5
Bacteriology 5	Arithmetic 5	Sanitation 5
Physiology 4	Foods II. 5	Sewing I. 5
Foods I. 5	Psychology 4	Psychology 4
	Themes 1	

SECOND YEAR.

First Term.	Second Term.	Third Term.
Rhetoric 5	History of Education 4	History of Education 4
Literature 5	Design 5	Sewing and Textiles
Foods III. 5	Teaching 10	II. 4
Teaching of D. S. in Training School.	Themes 1	Household Chemistry 5
		Teaching in Training School 1
		Elective 5

This course is planned to prepare teachers of Domestic Science for the grades. Additional training or experience may permit them to teach in secondary schools. Half-day teaching in the Training School is required in addition to the teaching in the special subject because of the needs of towns that cannot afford special teachers of Domestic Science. It also strengthens the pedagogy of the special teacher.

FOODS I.—The production, manufacture, structure, composition and preparation of foods.

FOODS II.—A continuation of Course I for four weeks. The remaining eight weeks are devoted to the Physiology of Nutrition.

FOODS III.—Chemistry of Foods and Dietetics. Applications to more advanced problems of food preparation, invalids' and infants' foods. Serving of meals for different sums of money.

SEWING I.—Hand and Machine Sewing applied to simple garments.

SEWING AND TEXTILES II.—Designing and making of more complicated garments. Practice in fitting. Study of textiles and fabrics.

DESIGN.—Development of standards for designing of clothing and for house furnishing.

TEACHING OF DOMESTIC SCIENCE.—Discussion of methods and courses, cost of equipment and maintenance. Observation of classes in this subject in the Training School.

COURSE 8.

TWO-YEAR COURSE IN MANUAL ARTS.

The purpose of this course is the preparation of teachers of manual training for elementary schools and for woodwork in secondary schools.

Graduation from an accredited high school or an equivalent training

is a prerequisite for admission to this course. Graduates of colleges and state normal schools will receive credit for satisfactory work done in such institutions.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Drawing5	Drawing, Representa- tion5	Drawing5
Benchwork10	Benchwork10	Benchwork10
Metalwork5	Metalwork5	Bookbinding10
English4	Algebra5	Geometry5
Psychology4	Psychology4	

SECOND YEAR.

First Term.	Second Term.	Third Term.
Drawing5	Drawing5	Drawing5
Pottery10	Turning and Pattern Making10	Benchwork10
Elementary Construc- tion10	Forging10	History of Education.4
English4	Method5	Teaching10

DRAWING. The Drawing of the First Year, First Term, is construction and decorative design relating to the shopwork of the First and Second Term. The Drawing of the Second Term is Representation. That of the Third Term is a continuation of the work of the First Term, with the emphasis on Decoration.

The Drawing of the Second Year is all Mechanical Drawing; it will be connected as closely as possible with the shopwork.

BENCHWORK. The Benchwork of the Third Term of the Second Year will consist of the working out of a course of seventh and eighth grade problems.

METHOD. The Method work will be Special Method in Manual Training.

COURSE 9.

DRAWING.

TWO-YEAR COURSE FOR SPECIAL TEACHERS IN PUBLIC SCHOOLS.

Graduation from an accredited high school, or equivalent scholarship, with a natural aptitude for drawing, is a prerequisite for this course.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Psychology4	Psychology4	Pedagogy4
Literature5	Literature5	Nature Study4
Drawing10	Drawing10	Drawing10
Elementary Construction5	Elementary Construction5	
Manual Training5		

SECOND YEAR.

First Term.	Second Term.	Third Term.
Ancient History5	History of Education.4	History of Education.4
Illustration and Methods5	History of Art.....10	Teaching10
Rhetoric4	Methods of Teaching Art5	Drawing10
Drawing10	Teaching5	

EXPLANATION OF THE COURSES IN DRAWING.

FIRST YEAR.

First Term.—Principles of perspective as shown in still life, groups, interiors, exteriors, street scenes and landscape in pencil outline, pencil painting and charcoal.

Second Term.—Principles of design, working out definite problems for the manual arts.

Third Term.—Use of water colors in plant forms and still life.

SECOND YEAR.

First Term.—Life drawing from costumed figures and animals, using pencil, charcoal, ink and color. Class room illustrations. Use of blackboards. Lesson plans.

Second Term.—Comparison of courses of study. Making a course with drawings, illustrative of the lines of work for various grades.

The history of art will be a lecture and study course. Photographs and lantern slides will be used. In connection with this there will be some cast drawing in charcoal, sketches in pencil, pen and ink and water color.

Third Term.—Mechanical drawing, out-of-door sketching.

COURSE 10.

TWO-YEAR COURSE IN VOCAL MUSIC.

This course is intended for the preparation of teachers of vocal music in public schools.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Psychology4	Psychology4	Pedagogy4
Rhetoric4	Literature5	Primary Method5
Ear Training and Dictation4	Sight Singing3	Sight Singing3
Sight Singing3	Ear Training and Dictation4	Ear Training and Dictation4
History of Music.....2	Vocal Culture2	Vocal Culture2
Vocal Culture2	History of Music....2	History of Music....2
Chorus Work1	Chorus Work1	Chorus Work1
Accompanying1	Accompanying1	Accompanying1

SECOND YEAR.

First Term.	Second Term.	Third Term.
Literature for Children5	Intermediate Method.5	History of Education.4
Sight Singing3	Sight Singing3	Sight Singing3
Harmony2	Harmony2	Harmony2
Theory of Music....2	Theory of Music....2	Theory of Music2
Teaching5	Teaching5	Teaching5
School Systems and Methods3	School Systems and Methods3	School Systems and Methods3
Vocal Culture2	Vocal Culture2	Vocal Culture2
Accompanying1	Accompanying1	Accompanying1

A prerequisite for admission to the course is graduation from a good four-year high school.

DEGREE COURSE.

COURSE 11.

THE ONE-YEAR COURSE leading to the degree of Bachelor of Pedagogy is open to graduates of colleges and universities under the following conditions:

1. The applicants must possess the qualifications requisite for admission to the graduate schools of the University of Illinois, the University of Chicago or Northwestern University.

2. The requirements for graduation are four courses, each one year in length, and occupying five recitation periods a week.

3. These four courses may be selected from the Degree Courses given below, but must be satisfactory to the Faculty. Not all of these courses are given each year, and the previous work of the applicant will be taken into account in determining the selection.

DEGREE COURSE.

COURSE 12.

THE TWO-YEAR COURSE leading to the Degree of Bachelor of Education is presented in the rules given herewith.

RULES.

By an act of the General Assembly of Illinois this institution was authorized to confer degrees upon students who should finish courses of instruction of suitable quality and length. The same law authorized three of the four other State Normal Schools to perform the same office.

The following uniform rules were adopted:

1. The degree conferred by the Illinois State Normal Schools shall be known as Bachelor of Education.
2. Graduates of Illinois State Normal Schools, or of other State Normal Schools of equal rank, shall be admitted to the Illinois State Normal Schools to two years of graduate study leading to a degree.
3. Graduates of colleges whose graduates are admitted to the graduate schools of the University of Illinois, University of Chicago or Northwestern University, shall be admitted to a course of graduate study of one year leading to a degree.
4. The requirements for each year's work in graduate study shall consist of four courses each a year in length, five hours a week.
5. Normal school graduate candidates for a degree shall be permitted to take three of the eight courses in absence, provided that the courses be taken under the direction of the faculty of the Normal School, and that the final examination be taken at the Normal School directing these courses.
6. The work done by the Normal School graduates in approved colleges, as defined in Rule III, may be accepted as an equivalent of four of the eight courses required for a degree; the other four courses must be taken in residence at the school conferring the degree.

The courses to be offered for the year 1911-12 will be determined by the wishes of those making application for the degree. Such application should be made before the first of September, 1911.

COURSES FOR THE DEGREE OF BACHELOR OF EDUCATION.

1. LITERATURE DEGREE COURSE.

First year:

1. First Term.—Ballad and Epic Poetry.

Studies in the early English Ballads, the developed folk epic, the modern art epic, and minor forms of narrative poetry.

2. Second Term.—Lyric and Dramatic Poetry and the Dramatic Monologue.

The earlier and later English song writers; the sonnet, the ode and memorial verse; the typical forms of the drama of Shakespeare and the poetical monologue of Tennyson and Browning.

3. Third Term.—The Essay, the Short Story, and the Novel.

Study of the various forms of the Essays, of the development and forms of the Short Story, and some survey of the history of the Novel with a study of the narrative art of typical novels.

Second Year:

4. First Term.—Nineteenth Century Poetry.

From Wordsworth and the later romantic writers to Arnold.

5. Second Term.—American Poetry.

Bryant, Poe, Emerson, Longfellow, Whittier, Lowell, Holmes, Whitman, Lanier and later minor writers.

6. Third Term.—Literature for Children. (Optional with Course 7).

A cultural study of the types of literature for children; as, child verse, the fairy story, the myth and fable and animal story, the Bible story, ballad literature, the more developed literature of heroism and adventure, and poems of nature.

7. Third Term.—The Teaching of Literature. (Optional with Course 6).

A more specific preparation for teaching literature in the high school. This will include the study of material with reference to courses of study and to manner of presenting it.

2. ENGLISH COMPOSITION—ONE-YEAR DEGREE COURSE.

1. First Term.—Advanced Rhetoric.

2. Second Term.—Composition.

Narrative and descriptive writing, with study of narrative and descriptive literature. Short themes and longer fortnightly themes.

3. Third Term.—Composition.

Expository and argumentative writing, including work in composition for public speaking. Study of illustrative literary selections. Short themes and longer fortnightly themes.

3. MANUAL TRAINING. DEGREE COURSE.

Material for two year-credits may be selected from Course 8.

4. LATIN. DEGREE COURSE.

FIFTH YEAR.

First Term.—Selections from Horace's Odes and Satires, with special attention to the private life of the Romans and other allusions contained therein. Prosody.

Second Term.—Plautus and Terence, one play each.

Third Term.—Review of Latin Literature. Reading of representative authors in selections. Note book.

SIXTH YEAR.

First Term.—A Teacher's Course in Caesar. An intensive study of portions of the text, with special attention to the historical background. Gallic life and customs, and politics back of the conquest.

Second Term.—A Teacher's Course in Cicero. An intensive study of the Catiline Conspiracy with its political and historical background.

Third Term.—A Teacher's Course in Vergil. Intensive study of portions of the twelve books, with the legend, mythology and history incident. Roman customs.

Throughout the course emphasis will be laid upon the manner of presentation and the relative value of difficulties to be overcome by the student.

Prerequisite: A four-year high school course in Latin.

5. GERMAN. DEGREE COURSE.

THIRD YEAR.

Group-reading in Schiller and Goethe. Two plays of each author will be read and discussed. These will be selected from the following: *Die Braut von Messina*, *Wallenstein*, *Maria Stuart*, *Die Jungfrau von Orleans*, *Egmont*, *Iphigenie auf Tauris*, *Torquato Tasso*. In this course some careful translation, both written and oral, will be done, but the bulk of the work will be carried on in German. Special attention will be paid to the historical setting of each play.

FOURTH YEAR.

The reading of Heine's *Die Harzreise* and a brief survey of German literature. About a term and a half will be given to a consideration of the methods of teaching beginning German and *Wilhelm Tell*. A systematic review of the grammar covered in the first year's work will be given. This will be largely in the form of prose, and the memorizing of selected phrases and sentences. From time to time the student will observe and take charge of the beginning class. The work in *Tell* will cover the historical setting, careful rendering of difficult passages and an examination of doubtful passages. The development of the various plots will be carefully considered.

6. EXPRESSION. ONE YEAR. DEGREE COURSE.

This course is designed to fit students to become teachers of reading, public speaking and dramatic art in secondary schools.

I. PHONICS. Breath control. Relaxation and control of body. Concentration. Imagination in relation to vocal expression. Development of emotional power. Literary interpretation. Recitals.

II. Forms of the dramatic. Character study. The monologue. Dramatization of studies. Folk plays. Presentation of scenes from good modern plays. Stage management. Presentation of one Shakespearian play.

III. Fundamentals of public address. Study of great orations. Extemporaneous speaking. The debate. Practice in public speaking before the school.

Opportunities will be offered in the course for the conduct of classes and for the coaching of plays under personal supervision.

7. PHYSIOGRAPHY. DEGREE COURSE.

Advanced Course, one year.

This course will cover in the first two terms the work outlined in Salisbury's Advanced Course, with laboratory and field work and a large amount of collateral reading. The principles and methods of physiography in the secondary school and the selection of material will be given special consideration.

The third term will be given to a study of meteorology.

8. GEOGRAPHY. DEGREE COURSE.

Advanced Course:

First Term:—Eurasia, a study of the physical and economic geography of the continent. The geology, physiography, and climate, as factors in location and development of natural resources; influence of physiographic regions and development of the various peoples; problems of the Oriental countries.

Second Term:—Principles of geography, based upon previous work on North America and Eurasia. Meaning and scope of geography; distribution and characterization of land forms and climates; natural resources, their relation to man's distribution and industrial and social development; relation to geography to other sciences.

Third Term:—A study of countries and their chief products and industries as determined by soil, climate, geographical situation; trade routes, seaports; centers of commerce and industry, their location; exports and imports; chief articles of trade, their sources and relative importance.

9. VOCAL MUSIC. DEGREE COURSE.

A one-year credit may be selected from Course 10 for specials, p. 20.

10. PHYSICS. DEGREE COURSE.

Those who elect physics will be expected to pursue the course throughout the year. At least four periods per week must be spent in the laboratory and three in recitation, lectures, etc. An advanced text book will be used. Following is the schedule of work by terms:

Fall Term:—Mechanics and sound.

Winter Term:—Magnetism and Electricity.

Spring Term:—Heat and Light.

Prerequisites:—A year of physics in an accredited high school, or its equivalent, and trigonometry.

11. CHEMISTRY. DEGREE COURSE.

Students who elect chemistry will be expected to pursue the course throughout the year. At least four periods per week must be spent in laboratory practice and three in recitation, lectures, etc. During the fall term a good high school text will be used. In succeeding courses more advanced text will be used.

Fall Term:—General chemistry, continuing the course in elementary chemistry offered for undergraduate students. Special emphasis will be put upon metals, the reduction of ores, and other commercial and industrial applications of chemistry.

Winter Term:—Qualitative analysis.

Spring Term:—Organic chemistry and the chemistry of sanitation.

Prerequisites:—A half year of chemistry in an accredited high school, or its equivalent.

12. BOTANY. DEGREE COURSE.

This course, if chosen, should be carried throughout the entire year. The Biology of the Junior year is a prerequisite. The work is intended primarily for those who intend to specialize in biological science, but will be of service to elementary teachers. Assistance in undergraduate laboratory courses will constitute a portion of the course.

Fall Term:—Composites; Cryptogams.

Winter Term:—Bacteriology; History.

Spring Term:—Plant Physiology; Economic Plant Families.

13. ZOOLOGY. DEGREE COURSE.

This course, if elected, should be carried throughout the entire year. The Biology of the Junior year is a prerequisite. The work is intended primarily for those who intend to specialize in biological science, but will be of service to elementary teachers. Assistance in undergraduate laboratory courses will constitute a portion of the course.

Fall Term:—Invertebrates (with emphasis on Insects).

Winter Term:—Vertebrates (except Birds); Embryology.

Spring Term:—Birds; Pond Fauna.

14. HISTORY OF THE UNITED STATES. DEGREE COURSE.

ONE YEAR.

First Term—Territorial Development—Progressive unfolding of the continent (discoveries and explorations). Territorial claims of European nations. Territorial grants. Land claims of the states. Changes in boundaries and boundary disputes (national and state).

Second Term—Slavery—Origin of slavery. Slavery in colonial days (attitude of British government and of colonists). White servitude. Negro plots. Slavery in Revolutionary days. Cotton gin. Slave trade. South becomes pro-slavery. Growth of anti-slavery. Final struggle. Slavery in Illinois.

Third Term—Growth of Union—Isolation of the colonies. Colonial unions. Unions of revolutionary times. Articles of confederation. Constitution. Nature of American federalism. Development of the sentiment for union. Anti-union manifestations (Hartford convention, nullification, secession).

15. MODERN EUROPEAN HISTORY. DEGREE COURSE.

ONE YEAR.

First Term—France in the eighteenth century, including the Revolution. Projection of Russia into European history. Rise of Prussia. Social, industrial, intellectual, and religious spirit of the age.

Second Term—Napoleonic era. Reconstruction of Europe after the Napoleonic wars. Industrial revolution. Revolution of 1848. Unification of Italy and Germany. Third French republic.

Third Term—British Empire in the nineteenth century. Political and social reforms. Russia in the nineteenth century. Turkey. Expansion of Europe. Present day problems.

16. DRAWING. DEGREE COURSE.

Two one-year courses may be selected from Course 9 for specials.

17. DOMESTIC SCIENCE. DEGREE COURSE.

Two one-year courses may be selected from Course 7 for specials.

18. MATHEMATICS. DEGREE COURSE.

TRIGONOMETRY—FALL TERM.

Geometrical demonstration will be employed to give meaning to the trigonometric functions. Many problems will be given to help fix the formulas and to give practice in the use of the tables. Text: Crockett.

COLLEGE ALGEBRA—WINTER TERM.

Prerequisite: Trigonometry.

A brief review of the theory of exponents and the quadratic equation. The Binomial Theorem; Equations above the Second Degree; Inequalities; Ratio and Proportion; Variation; Progressions; Logarithms; Permutations and Combinations; Series; Continued Fractions. Text: Fine's College Algebra.

ANALYTIC GEOMETRY—SPRING TERM.

Prerequisite: College Algebra.

The topics will be taken up in the following order: Co-ordinate System; The Locus of an Equation; The Equation of a Locus; Equation of the First Degree; Transformation of Co-ordinates; The Circle.

The Parabola; The Ellipse; The Hyperbola; General Equation of the Second Degree; Spirals.

19. HISTORY OF EDUCATION. DEGREE COURSE.

A one-year course covering ancient and modern education.

1. Fall term.

Selected topics from Greek, Roman, mediaeval and modern education to the 20th century.

2. Winter term.

The development of secondary education and training of teachers for such schools.

3. Spring term.

The school system of the United States, including a general survey of the development of education in this country.

20. PHILOSOPHY OF EDUCATION. DEGREE COURSE.

A half-year course with Rosenkranz as a text.

21. PSYCHOLOGY. DEGREE COURSE.

A one-year course in the history of Psychological theories.

The Greeks, Plato and Aristotle, Modern Psychologists, and more especially Wolff, Locke, Leibnitz, Herbart, Wundt, Mill, Spencer, Hall, Dewey and James.

22. LEADING PROBLEMS OF THE MODERN ELEMENTARY SCHOOL. DEGREE COURSE.

One Year's Work.

FALL TERM.

Recent development of the course of study in the U. S. Expansion of studies in response to social needs. Crowding of the curriculum and remedy.

Double difficulty of simplifying and enriching the course of study. A basis for organization of studies in the curriculum. Relative values and inter-relation of studies. Relation of formal to content studies, a projected course of study. Criticism of present curricula.

WINTER TERM.

Units of study in the form of types for organizing the subject matter in History, Science, Literature, Geography, and the Manual Arts.

Illustrative types worked out and discussed for the leading studies.

The working out of units of study and the organization of subject matter by students.

SPRING TERM.

The general principles of method applied to the several studies.

Illustrative lessons in various subjects and grades.

Difficulties of class room work. Individual versus class instruction. Teaching children how to study. The use of illustrative materials and libraries.

Text books and their use. The problem of supervising teachers.

ANALYSIS OF SUBJECTS IN COURSES NOT LEADING TO A DEGREE.

PSYCHOLOGY, PEDAGOGY, PHILOSOPHY OF EDUCATION.

MR. COOK AND MR. MCMURRY.

1. PEDAGOGY.—Third term, Courses 3 and 4. Four hours a week.

The course shows that the past is the foundation of all future knowing, how individual notions may be effectively presented to classes of children, how the mind passes to more general phases of knowledge, and how the mind returns to the more significant interpretation of facts by the application of general notions or laws. Along with these studies there are observations of illustrative lessons with children, the making of lesson plans according to the Formal Steps, and a discussion of some fundamental school problems.

TEXT: MCMURRY'S METHOD OF THE RECITATION.

2. PSYCHOLOGY.—First year, course 2; second year, course, 3; third year, course 4. Four hours a week.

This course occupies one year. The first term is devoted to a study of the intellect; the second, to the feelings and the will; the third, to the method of the subjects of the elementary school.

A psychology text is used the first two terms. The McMurry method books are used the third term with illustrative class exercises with children.

3. PHILOSOPHY OF EDUCATION.—Last term, senior year. Five hours a week. Elective.

The text is Rosenkranz's Philosophy of Education. The course covers Parts I and II.

4. HISTORY OF EDUCATION.—Fifth and sixth term, course two, and ninth term, course 3. Four hours a week.

TEXT: MONROE'S HISTORY OF EDUCATION.

SCHOOL ORGANIZATION AND MANAGEMENT.

MR. GILBERT.

All of the senior year in courses 2, 3 and 4, one hour a week.

I. SCHOOL ORGANIZATION.

a. Theory of Public Free School.

- b. Parties to school organization:—Taxpayers, parents, the child. Conflicting interests and demands to be coördinated and harmonized. Board of Education, teachers, home, child in relation to school.
- II. SCHOOL ORGANIZATION AND MANAGEMENT.—Determined by demands of child's development.
 - 1. Growing out of laws of physical nature as discovered in Physiology and applied in Hygiene and Sanitation.
 - 2. Growing out of laws of mental nature as found in Psychology and applied in Pedagogy.
 - 3. Growing out of laws of spiritual nature as formulated and applied in Ethics.
- III. SCHOOL HYGIENE.—Shaping the school conformably to laws of the child's physical nature.
 - a. School environment: grounds; building:—construction—arrangement—care.
 - b. Ventilation—necessity based on vital processes—elements of problem—devices, appliances and schemes.
 - c. Lighting—defects of vision. School room causes. Proper lighting: amount, distribution and arrangement of lighting area; control of light.
 - d. Seating—evils of prevailing methods. Determining conditions of proper seating. Habitual postures of pupils at desks.
 - e. Fatigue—nature—waste of effort under conditions of fatigue. Conditions producing fatigue. School program in relation to fatigue and rest.
 - f. Infectious and contagious diseases.
- IV. PROGRAM OF WORK.—Economy of Energy.
 - a. Appointment of time—week and day as units—program of study and recitation—economies.
 - b. Correlation of work—advantageous successions.
 - c. Rests—character and distribution.
- V. CLASSIFICATION AND GRADATION OF PUPILS.—“The lockstep of the public schools.”
- VI. SCHOOL DISCIPLINE.—Shaping the school conformably to the laws of the child's moral and spiritual growth.
 - 1. Elements of the problem.
 - a. General:—Child a developing moral being. The process one of rational conduct, not of repressive control. Teacher's task:—Training pupils to behavior.
 - b. Social element:—Rise of moral notions. “Education: organizing resources into power of conduct to fit social world; organization of acquired habits of conduct and tendencies to behavior.”
 - c. Biological elements:—“Man an organism for re-acting on impressions.” “Education bringing mass of possible re-actions into rational control.”
 - d. Physiological elements:—Health, fatigue, school and home environments as affecting conduct.
 - 2. MORAL TRAINING.—How Effected.
 - a. School associations:—community of ideals and interests—coöperation vs. competition. Plays and games. Occupations.
 - b. School management (internal). School-room order—economy—standards—spirit.
 - c. School atmosphere—determined by teacher—elements. School-room faults and vices.
 - d. Punishment:—Spirit—aim—character; punishments, proper and improper—time and place.

- e. School instruction:—Intelligence and moral tone—course of study in its bearing on the will.
- f. Shaping ideals—personality of teacher—"Character teaches above our wills."

HISTORY AND CIVICS.

MR. PAGE AND MISS PATTEN.

1. HISTORY.—Second term, course 2. Four hours a week.

The term is devoted to a careful study of the principles of method in history. The work in all grades of the elementary school is considered. The principles and theories involved are brought out by assigned reading and class discussion. Due consideration is given to the best available material for the various grades of work.

TEXT BOOK: MACE'S METHOD IN HISTORY.

2. HISTORY OF ILLINOIS.—Third term, course 2. Four hours a week.

A course, in which those events of Illinois History which are of national importance are studied.

TEXT BOOK: SMITH'S STUDENTS' HISTORY OF ILLINOIS.

3. HISTORY.—First term, course 3. Five hours a week.

The term is devoted to a study of American history. Instead of a general survey of the whole field of our history, a limited number of topics is selected. Those typical in their character and those which, grouped together, give a view of great movements or important phases of our history, are the chosen ones. The great purpose of the term's work is not the acquisition of new facts, but rather the power to interpret facts. Keen interpretative ability is regarded as a fundamental of method.

TEXT BOOK: McLAUGHLIN'S HISTORY OF THE AMERICAN NATION.

4. HISTORY.—Fourth term, course 3. Five hours a week.

To obtain skill in interpreting the history of other peoples, one term is devoted to the study of the principal periods of Ancient History.

TEXT BOOK: WEST'S ANCIENT HISTORY.

5. CIVICS.—Eighth term, course 3. Four hours a week.

Two principal thoughts guide the work in civics. The first is that our political institutions are the result of an evolutionary process. The second is that certain fundamental principles have determined the character of our political institutions. In emphasizing and illustrating these ideas, the main facts in the structure of our government (local, state and national), are brought out. The whole course is a practical illustration of method. Incidentally, specific methods are presented. Much collateral reading is done and special research is made.

TEXT BOOK: JAMES AND SANFORD'S GOVERNMENT IN STATE AND NATION.

6. GREEK AND ROMAN HISTORY.—Second year, course 5. Five hours a week.

TEXT: WOLFSON'S ESSENTIALS OF ANCIENT HISTORY.

7. MEDIAEVAL AND MODERN HISTORY.—Third year, course 5. Five hours a week.

TEXT: WEST'S MODERN HISTORY.

8. AMERICAN HISTORY. Fourth year, course 5, tenth and eleventh terms.

TEXT: JAMES AND SANFORD.

9. CIVICS.—Fourth year, course 5, eleventh and twelfth terms.

TEXT: Advanced Civics. Forman.

10. SPECIAL METHOD IN HISTORY.—Elective, winter term, senior year. Five hours a week.

A study of special methods for teachers, covering sources of material, choice of facts, organization of facts, interpretation, time relation, geographic influences, use of original sources, maps and graphic charts, pictures, the library, biographical material, etc., with practical illustrations. Much attention is given to a discussion of available material.

TEXT BOOK: BOURNE'S TEACHING OF HISTORY AND CIVICS.

11. ENGLISH HISTORY.—Elective fall term, senior year. Five hours a week.

Emphasis is laid upon those phases and periods of English History which are of special significance to Americans.

TEXT BOOK: CHEYNEY'S SHORT HISTORY OF ENGLAND.

12. MEDIAEVAL HISTORY.—Elective, second term, senior year. Five hours a week.

The term is devoted to the intensive study of a limited field of history. Most of the available material, both of primary sources and of secondary authorities, is accessible in the library. Thoroughness of mastery, and not extent of ground covered is the aim. Among the chief purposes of the term's work are the following: To learn the historic processes, to learn how to search out information from books, to gain an idea of the vastness of the subject of history, to divorce the student from dependence on a text book, to train the judgment in weighing the value of material and in selecting that which suits one's purposes, to learn to generalize from a mass of material, etc. The topics selected for this intensive work may be varied from year to year. The reign of Charlemagne is the topic for next year.

TEXT BOOK: DAVIS'S CHARLEMAGNE.

13. CIVICS.—Elective, winter term, senior year, course 2. Five hours a week.

Taken with No. 5 above, with an additional recitation each week devoted to special topics.

14. POLITICAL ECONOMY.—Elective, spring term, senior year. Five hours a week.

The aim is to inculcate a thoroughly intelligent and practical view of the subject. The evolutionary and theoretical methods are chiefly used, though some observations are made.

TEXT BOOK: BULLOCK'S ELEMENTS OF ECONOMICS.

The library is unusually strong in the department of history. Care is not spared to make it systematic and comprehensive. Not only are the leading secondary authorities to be found on our shelves, but also a liberal supply of the sources most useful to the student. Constant additions are being made to the list of books and every new demand is met as promptly as possible. The library is a government depository, and receives all of the publications of the United States government. Several thousand volumes have been received.

DEPARTMENT OF SCIENCE.

MR. WAGER, MR. WHITTEN, MISS MANN.

STUDENT LABORATORY ASSISTANTS.

MISS ARNOLD, MISS RINGS, MISS WILLIAMS.

The subjects included in this department are meteorology, Nature Study, Zoology, Hygiene and Applied Science, Human Physiology, Botany, Physics, Chemistry, and Elements of Agriculture and Horticulture.

The aim of the department is to furnish scientific training for teachers of nature study, and it is the purpose so to unify the different courses as to make each contribute to this end without sacrificing the peculiar interest of any subject.

1. METEOROLOGY.—Second term, course 3. Five hours a week.

A course in elementary science, with special reference to weather phenomena. Recording of local data; physics and chemistry of the atmosphere; forecasting; weather study in the grades.

MR. WHITTEN.

2. NATURE STUDY.—Third term, course 3. Four hours a week.

The aim of the course is (1) to give the student a speaking acquaintance and appreciation of the commonest living things in his environment; and (2) to make a somewhat exhaustive study of birds and their economic importance emphasis is laid upon field work.

1. Identification and study of trees in their winter condition.

2. Study of the elm twig.

3. Study of a typical flower.

4. Study of willow blossoms and comparison with other tree blossoms as they appear.

5. Field study of birds.

6. Classification of birds. Economic importance. Migration of birds.

7. Census of birds' nests on campus and vicinity.

8. Exhaustive study of nesting birds for a period of one day.

9. Birds in relation to agriculture, with especial emphasis upon hawks and owls, woodpeckers, sparrows and warblers.

10. Collect seeds of elm, maple, and box elder and preserve in sand bed for planting in nursery.

11. Study of fruit production of the dandelion as illustrative of the overproduction of plants and the consequent struggle for existence among plants.

12. Life history and economic importance of the toad.

13. Nature diaries are to be kept throughout the term.

MISS MANN.

3. NATURE STUDY.—First Term. Course 5. Four hours a week.

This course is designed (1) to interest the young student in the common out-of-door phenomena, and (2) to give him a more scientific and detailed knowledge of two economic problems, forestry and dairying.

1. Identification of trees and fall flowers.

2. Identification of common weeds; study of their manner of distribution and method of control.

3. Gathering and preserving of seeds from campus flower garden, shrubs and trees.

4. Making of soft cuttings; transplanting of same.

5. Study and planting of bulbs.

6. Making and storing of hard cuttings—grape, currant, and ornamental shrubs.

7. Study of woods, with especial reference to their economic value. Make collection of different kinds of wood. Study of cross section of stem.

8. Forestry problems. Value and care of trees. Distribution and conservation of our native forests.

9. Dairying. Breeds of dairy cattle. Testing of milk. Care of milk and its relation to health. Relation of bacteria to sanitary milk production. Butter making. Study of butter substitutes and of laws regulating their manufacture and sale. Cheese making.

10. Observations on out-of-door phenomena connected with the change of seasons and the preparation of plants and animals for winter.

4. BIOLOGY.

It is the aim of the year's work in this subject to acquaint the student with typical forms of plant and animal life to the end of understanding as far as possible the nature of the forces at work in the world of living things. It is believed that it is necessary that the teacher have as broad a training as possible in the science of living things in order that he may approach the teaching of Elementary Science or Nature Study with understanding. Such a training makes possible a deeper insight into the significance of fundamental processes and supplies standards for judgments in relative values. The work is carried on by textbook study, laboratory work and out-of-door excursions. Along with the scientific study of any organism is made the attempt to understand it in all of its relations to man and his welfare.

The seasonal changes make the division of the work into three parts a matter of convenience, although the placement of zoology in the fall term does not preclude the study of fall flowers, nor of botany in the spring the study of pond life at that time. The larger topics may be outlined and grouped as follows:

1. ZOOLOGY.—First term, Course 2; fourth term, Course 3.

The work begins with a study of insects since at this time these animals are particularly abundant. It is thought that these animals should be understood, since they play so important a part in the life of man. This is followed by other invertebrate forms, emphasis being placed upon the unity of physiological processes, though attended by a difference in morphology. The bearing of this study upon the theory of evolution is not lost sight of. Discussions of prehistoric forms are introduced to the end that a comprehensive notion may be had of the range of life, both in time and diversity of forms.

2. PHYSIOLOGY.—Second term, Course 2; fifth term, Course 3.

The study of the vertebrates is completed. This serves as a fitting introduction to the study of man's body. In connection with the various forms previously taken up, an examination is made into their physiological processes, so that the study of the human body becomes largely comparative in its nature. Here again, emphasis is laid upon those processes which are common to all living things.

As a basis of hygienic living, a study is made of food and food values. Calculations of dietaries in fuel value. Study of bacteria and their relation to disease; the application of the facts learned to sanitary principles.

3. BOTANY.—Third term, Course 2; sixth term, Course 3.

The study of the plant as an organism. An examination by experiment and observation into the manner in which a plant lives. Out of this study are developed certain principles applicable to agriculture.

At such points in the work as are opportune the organization of materials for Nature Study lessons is introduced. Some time is spent in investigating the aim and materials of Elementary Science and Nature Study.

A few of the lower plant forms are taken up, such as pleurococcus, spirogyra, moss fern, etc.

In connection with all of the work a notebook is kept in which are incorporated the drawings made in the laboratory and such descriptions and lecture notes as are deemed important.

MR. WAGER.

4. ECONOMIC ZOOLOGY.—Fourth term, Course 5. Five hours a week.

The aim of this course is (1) to acquaint the student with the vast importance of insects, their relation to man, and their control. (2) To acquaint him with the mammals indigenous to his region and methods of

controlling such as are pests. (3) To study types and breeds of farm animals.

1. Study of a typical insect; its morphology, life history, and economic importance.

2. Study of the life history of the Monarch Butterfly as a typical lepidopterous insect. Economic importance of other members of the group.

3. Study of some of the commonest bugs of economic importance—aphids, chinch bug, and cicada.

4. Life history of the house fly and its importance as a carrier of disease.

5. Life history of the mosquito and its relation to the spread of disease.

6. Study of the community life of the bee from observation hive.

7. Sparrows as weed seed destroyers.

8. Field and laboratory studies of native mammals.

9. Types and breeds of farm animals.

MISS MANN.

5. PHYSIOLOGY.—Fifth term, Course 5. Five hours a week.

MISS MANN.

6. PLANT STUDIES.—Sixth term, Course 5. Five hours a week.

It is the aim of this course (1) to acquaint the student with the plant as an organism; (2) to identify the common wild and cultivated plants; (3) to determine the characteristics of some of the principal plant families.

1. Study of buds and bud arrangement.

2. Grafting and planting of hard cuttings.

3. Study of seeds and their germination.

4. Study of the structure and function of roots.

5. Study of stem structure; function of parts with experiments.

6. Structure and function of leaf.

7. Study of some of the spring flowers as representatives of some of the more important plant families.

8. Study two or three typical flowerless plants, such as spirogyra, mold, and moss. Especial emphasis is to be laid upon the fungi of economic importance.

9. Relation between flowers and insects.

10. Origin of fruit from the flower.

11. Planting of home grounds for decorative purposes.

12. Nature diaries are to be kept throughout the term.

MR. WAGER AND MISS MANN.

7. PHYSICS.—Fourth term, course 2, and seventh term, course 3. Five hours a week.

It is the aim of this course to provide the grade teacher with a sufficient working knowledge of physical laws to enable her to interpret the chief physical phenomena of daily life; to make her feel more or less at home amidst the play of those physical forces whose application to the problems of living, through machines, devices for heating, lighting, ventilating, and otherwise so tremendously influence all our activities.

No attempt will be made to cover the entire realm of physics and the aim as stated above will serve as a guiding principle in the selection of topics for study. Laboratory illustration and verification will accompany the study of a text.

A high school course in physics, or its equivalent, is presupposed for this course. Students of superior attainments who can satisfy the instructor as to their proficiency in physics may, by special arrangement, be permitted to substitute course 8, 10, 11, or 13 below.

MR. WHITTEN.

8. CHEMISTRY.—Eighth term, Course 3. Five hours a week.
A study of the more important elements and their compounds.
Inductive development of chemical laws.
Chemistry of familiar things. Elective where not required.

MR. WHITTEN.

9. ELEMENTS OF AGRICULTURE AND HORTICULTURE.—Spring term, senior year. Elective. Five hours a week.
Chemistry is a prerequisite.

MR. WHITTEN.

10. ADVANCED PHYSICS.—Winter term, senior year. Continuation of Course 7. Elective. Five hours a week.

MR. WHITTEN.

11. ADVANCED CHEMISTRY.—Spring term, senior year. Continuation of course 7. Elective. Five hours a week.

12. ADVANCED NATURE STUDY AND AGRICULTURE.—Senior year. Elective. Five hours a week.

A consideration of the work in Nature Study and Elementary Science throughout the grades during the fall, winter and spring terms. Field excursions; choice of subject matter; collection, preservation and study of material; intensive treatment of a few topics appropriate to season; a course of nature study for the grades; the literature of nature study; values and aims; relations to other subjects; observation and discussion of lessons in the grades. This work will be helpful not only to grade teachers, but also to prospective teachers of High School Science.

MR. WAGER AND MR. WHITTEN.

13. METHOD IN PHYSICAL SCIENCE.—Fall term, senior year. Five hours a week. Elective.

This course is designed to make a special study of the topics from physics and chemistry suitable for use in the grades, to arrange such topics into a course of study, and to prepare plans and arrange apparatus for the actual presentation of the topics to children.

MR. WHITTEN.

14. ELEMENTARY PHYSICS.—Second term, Course 5. Four hours a week.

The object of this course is an elementary study of some of the more common appliances through which physical laws are made to contribute to human progress. The work consists of the study of a text, use of reference books, and numerous laboratory exercises.

MISS MANN.

15. AGRICULTURE.—Third term, Course 5. Four hours a week.

An elementary study will be made of soils, farm crops, farm machinery, farm animals, etc. The authorities consulted will consist of a text book and

numerous pamphlets and bulletins of the Department of Agriculture and of the various colleges of agriculture. The principal theses will be demonstrated by laboratory exercises.

MR. WHITTEN.

16. PHYSICS.—Seventh, eighth and ninth terms, Course 5. Five hours a week.

A high school course. Special effort will be made to connect the work with real life and thus to give it concrete connection. The study of the text will be accompanied by numerous demonstrations and laboratory exercises.

MR. WHITTEN.

MATHEMATICS.

MR. PARSON, MISS PARMELEE.

1. ARITHMETIC.—First term, Course 2. Four hours a week.

The primary aim of this course is to fit the students to teach arithmetic most effectively to children. The work consists of a thorough examination of the subject for the purpose of discovering its logical organization and unfolding as well the pedagogical method of its presentation.

2. ARITHMETIC.—First term, Course 3, four hours a week; second term, five hours a week.

The work of the first term consists of a careful study of the science of arithmetic. Especial attention is given to presenting this part of arithmetic to children.

The second term is devoted to the application of arithmetic to practical affairs. Measurements and percentage are fully treated.

Text-book: Cook and Cropsey.

3. ARITHMETIC.—First term, Course 5, four hours a week; second term, five hours a week.

An academic treatment of the subject.

4. COMMERCIAL ARITHMETIC.—Tenth term, Course 5. Five hours a week

5. GEOMETRY.—Seventh, eighth and ninth terms, Course 5. Five hours a week

6. BOOKKEEPING.—Third term, Course 5. Five hours a week.

Text: Ellis's Elementary Course.

7. ALGEBRA.—Fifth term, Course 2. Five hours a week.

The work of this course is a thorough review and intensive study of the more difficult topics of the elementary algebra. To enter this course the student should have had a year or more of algebra in a good high school.

Text: Beman and Smith's Academic Algebra.

8. ALGEBRA.—Third and fourth terms, Course 3. Four and five hours a week.

This course is intended for students who have had but limited training in algebra. It aims to distinguish sharply between illustration and demonstration of mathematical truth and to lead the student to an appreciation of the exactness and vigor of the science.

Text: Beman and Smith's Academic Algebra.

9. GEOMETRY.—Sixth term, Course 2. Five hours a week.

This course extends over one term of twelve weeks and is devoted in the main to solid geometry. To enter this course students must have had at least one year of high school work in plane geometry.

Text: Sanders's Plane and Solid Geometry.

10. GEOMETRY.—Fifth and sixth terms, Course 3. Five hours a week.

This course extends over two terms of twelve weeks each and includes plane and solid geometry. It is arranged for students who have had less than a year of work in the subject.

Text: Sanders's Plane and Solid Geometry.

11. TRIGONOMETRY.—Spring term, senior year. Five hours a week. Elective.

12. COLLEGE ALGEBRA.—Winter term, senior year. Five hours a week. Elective.

LANGUAGE.

MISS WHITMAN AND MR. WIRTZ.

1. ENGLISH GRAMMAR.—Third term, Course 2. Four hours a week.

The work in English Grammar is largely inductive. Both literary English and our own every-day speech furnish material for study. First, the passages chosen are considered with a view to discovering the principles of sentence structure and the properties of words, by virtue of which they are capable of filling their various offices in the sentence; second, original statements of the principles discovered are made. The student also forms his own definitions of technical terms used. The text-books serve chiefly for reference and corroboration of the student's own discoveries.

During the entire course the emphasis is laid on the analysis of the sentence, and all intensive study is made to be a means to the full interpretation of the sentence in its essential form.

2. ENGLISH GRAMMAR.—First and second terms, Course 3. Four hours a week.

The work in English Grammar for the three-year course covers the same ground as that for the two-year course; however, since two terms are devoted to it by the three-year pupils, a more detailed study of each topic is possible. The thought must be seen back of the sentence before this is possible.

Much attention is given to method of presentation in the grades through discussion in the class-room and actual work with the children of the Training School. An important feature of the work is the examination of text-books in grammar, both for the purpose of acquiring skill in interpreting authors and to judge of the merits of the books for use in the grades.

It will be observed that Latin is offered as an elective in the three-year course. The object in this is both to introduce a culture study and to offer opportunity for further strengthening in English. The advantage of the study of an inflected language, such as Latin, is two-fold: first, one gains an insight into grammatical relations that can scarcely be attained from any other source; second, it not only offers opportunity for, but demands fine distinctions both in thought and expression. For outline see the statement of course in Latin.

3. LATIN.—Course 4. Five hours a week.

FIRST YEAR.

First Term.—Study of inflectional forms and simpler constructions, with constant drill in vocabulary and comparison of Latin and English modes of expression.

Second Term.—Further study of forms and constructions and reading of easy Latin. Reading of Latin aloud intelligently. Simple prose composition.

Third Term.—Completion of the Beginner's Book; review of syntax; consecutive reading.

SECOND YEAR.

First Term.—Caesar, books I and II. Prose composition.

Second Term.—Caesar, books III and IV or selections from other books. Prose composition.

Third Term.—Cicero, Orations against Catiline I-IV. Prose composition and study of historical setting, argumentation and literary style.

THIRD YEAR.

First Term.—Cicero, The Oration for Archias and Manilian Law. Prose composition.

Second Term.—Five hours a week. Vergil's Aeneid, books I-III. Much attention paid to narrative, mythology and scansion. Prose composition.

Third Term.—Vergil's Aeneid, books IV-VI. Review of Prose Composition.

FOURTH YEAR.

First Term.—Cicero de Senectute and de Amicitia. Careful review of syntax.

Second Term.—Livy, book XXI. Prose Composition.

Third Term.—Livy, book XXII. Prose Composition

4. GERMAN.—Course 4. Five hours a week.

THIRD YEAR.

First Term.—Elementary German. Study of principles of German grammar with much practice in pronunciation, reading and speaking. As a text some grammar, such as Thomas's or a beginning book as Vos's Essentials of German, is used. As soon as practicable Glück Auf is begun and carried on with the grammar work.

Second and Third Term.—Completion of grammar or beginning book and Glück Auf. Reading of two or three easy texts taken from the following: Zehokke's "Der Zerbrochene Krug," "Immensee," "L'Arrabbiata," "In St. Jürgen." In using these the work is divided between covering the lesson by translation and the question and answer method. Frequently easy German from other books is read and the class is required to reproduce it either orally or in writing. Prose once a week is based on the text read.

FOURTH YEAR.

First Term.—Reading of "Höher als die Kirche," "Fritz auf Ferien," or their equivalent, followed by the reading of "Wilhelm Tell."

Second Term.—"Die Jungfrau von Orleans," and "Minna von Barnhelm."

Third Term.—"Teja," "Hermann und Dorothea," and "Iphigenie." A complete review of German grammar with a view to teaching it.

During this year's work somewhat the same method is employed as during the second and third terms of the third year, and, in addition to this, the student is lead, so far as possible, to a correct interpretation and appreciation of the literary worth of the works read.

5. GREEK.—Course 4. Five hours a week.

THIRD YEAR.

First Term.—Study of forms and constructions with rapid oral translation of short sentences from Greek to English, and vice versa.

Second Term.—Further study of forms and syntax, and reading of a portion of the first book of Xenophon's *Anabasis*; reading of Greek aloud, both before and after translation.

Third Term.—Completion of first book of *Anabasis*, with special attention paid to prose composition.

FOURTH YEAR.

First Term.—Second and third book of the *Anabasis*; continued work in prose.

Second Term.—Fourth book of the *Anabasis* and selections from the *Hellenica*. Prose composition.

A term's work in comparative etymology may be substituted.

Third Term.—Homer's *Iliad*, books I-III, omitting the catalogue of ships. Study of Ionic dialect; scansion; collateral reading in English.

ELECTIVE.—A course in comparative etymology and syntax is offered each winter term as an option with the work of the same term in fourth year Latin or Greek, or German of the second year. It may be substituted for only one of these three branches.

READING AND ORATORY.

MISS FARLEY.

It is the aim throughout the reading course to enable the pupil to grasp the full mental content of the printed page; to make careful discrimination; to cultivate the imaginative power; to control and direct the emotional nature; to appreciate the finer spirit of literature, and to express his appreciation with simplicity and naturalness.

The work in Reading may be outlined under the following headings:

1. Voice Culture. 2. Bodily Expression. 3. Reading and Dramatic Work.

1. VOICE CULTURE.

1. READING.—Second term, Course 2.

1. VOICE CULTURE.—It is the aim of this course to eradicate speech defects and undesirable vocal qualities; to bring out the latent power and beauty of the voice, and to develop such resonance, flexibility and sympathy as will make the voice a fit medium for the expression of thought.

2. BODILY EXPRESSION.—In order to render the body more responsive to thought and feeling, the following are sought for: Power of relaxation and appreciation of rhythm in movement; elimination of self-consciousness and the establishment of repose, control and freedom; attainment of grace and dignity of bearing.

3. READING AND DRAMATIC WORK.—It is the purpose in reading to develop careful thought analysis; perception of sense-relation; power of imagination; realization of the mental attitude of reader as revealed by form of expression; emotional power. In order to accomplish this purpose the work must be carefully graded according to the pupil's natural development. Material is used from Dickens, Matthew Arnold, Tennyson and others.

During a part of the term a Shakespearean play is read with special reference to: (a) the interpretation of difficult passages, (b) character study, (c) plot, (d) presentation of principal scenes with personation of characters.

2. READING.—First term, Course 3. Five hours a week.

The work in this course is somewhat the same as that of the two-year course, although less condensed. Analysis and method work in some of the upper grade classics will be given, also a Shakespearean play.

3. READING.—Second term, Course 4. Five hours a week, and first term and a half, course 5. Four and five hours a week.

The especial purpose of this course is to produce good sight-readers. All that has been given in previous statements is to be considered as equally applicable here.

4. PUBLIC SPEAKING.—Elective. Five hours a week.

5. ADVANCE READING.—Elective. Five hours a week.

6. A COURSE IN PHONETICS, two hours a week, will be given in connection with the above courses.

DRAWING.

MISS MERRITT.

AIMS OF THE COURSE:

1. An appreciation of the beautiful in nature.
 2. An appreciation of fine works of art and a power of interpretation.
 3. A power of discrimination between the good and the bad in the industrial world and a joy in the good.
 4. A power of invention.
 5. A definite knowledge of the few fundamental principles underlying each of the four phases of drawing.
 6. A certain amount of technique in handling the various media.
1. COURSE 5.—Two hours a week.

FIRST YEAR.

Constructive and decorative design related to the manual training.

SECOND YEAR.

Representation.

THIRD YEAR.

Constructive and decorative design.

FOURTH YEAR.

Representation and the Fine Arts.

2. COURSE 2.—Two hours a week.

First Term.

Landscape and nature drawing. Principles of lettering.

Second Term.

Principles of perspective, animal and pose drawing.

Third Term.

Blackboard sketching, constructive and decorative design, nature drawing, comparison of courses of study.

3. COURSE 3.—Two hours a week.

First Term.

Landscape and nature drawing. Principles of lettering.

Second Term.

Principles of perspective, animal and pose drawing.

Third Term.

Blackboard sketching, constructive and decorative design, nature drawing.

Fourth Term.

Landscape and nature composition.

Fifth Term.

A study of some of the world's masterpieces.

Sixth Term.

Constructive and decorative design, blackboard sketching and lesson plans.

GEOGRAPHY AND GEOLOGY.

MISS WELLER.

The purpose is first to give the student the true notion of Geography, a knowledge of the earth as man's home, of man at work in a world alive, furnishing the conditions for working and living; second, to organize material of Geography, basing the organization upon the principles of causal relationship and comparison.

1. GEOGRAPHY.—First term, Courses 2 and 4. Four hours a week.

A brief review of the earth as a whole, size, shape, relation to the sun, motions, ocean-basins, continental platforms and continents.

North America—physiography, drainage, climate, position in the world: heat, wind and rainfall belts, economic geography, studies of type regions, comparison of other continents with North America.

A consideration of home geography or that of the child's experience.

Selection and organization of topics suitable for intermediate and grammar grades; principles governing their selection and arrangement.

The use of such aids to geographic impressions as pictures and slides; maps, globes, and models; modeling in sand, paper pulp, putty, plaster; map-drawing, chalk-modeling, diagrams; field trips.

2. GEOGRAPHY.—Second and third terms, Course 3. Four hours a week.

The work is essentially the same as that of Course 2, but more time is given to blackboard work and to the organization of type studies.

3. GEOGRAPHY.—Course 5.

The course includes a general review of each of the continents, covering the physiography, climate, industrial and commercial development. Type regions will be chosen for special elaboration, which represent the large units in geography, and these will be made bases of comparison for regions in other parts of the world.

4. PHYSICAL GEOGRAPHY.—Ninth term, Course 3. Five hours a week.

This course supplements the student's work in geography. The relation and relative value of the chief factors involved in the dependence of man and all life upon physical environment will be emphasized. In connection with each topic, the life side, in its practical significance, is made much of. The study also becomes an aid to general culture.

ORDER OF TOPICS.

The Lithosphere.

1. Relief features of the first and second orders. Subordinate Topographic Features.

2. Work of the atmosphere.

3. Work of ground-water.

4. Work of running water.

5. Work of snow and ice.

6. Lakes and shores.

7. Vulcanism.

8. Crustal movements.

9. Origin and history of physiographic features. Text, Salisbury's

Physiography. Advanced Course. The text book work is supplemented by field trips and a selected list of topographic maps.

5. GEOLOGY.—Elective in the senior year. One term, twelve weeks. Five hours a week.

6. PHYSICAL GEOGRAPHY.—Eleventh and twelfth terms, Course 5.

TOPICS.

1. The Lithosphere.
2. Earth Relations.
3. The Atmosphere.
4. The Ocean.

Selected types of land forms will be made a basis for intensive study, developing, especially, the human phase, commercial and industrial, in relation to the physical. A review of regional geography will also be combined with the physical. Laboratory work, two hours a week. Text: Salisbury's Briefer Course.

MUSIC.

MISS HUFF AND MISS PRATT.

Two hours a week through the first year of Courses 2, 3, 4, and through the second year of Course 5.

1. Study of the adult voice.
2. Study of the child voice.
3. History and theory of music preparatory to sight reading.
4. Sight reading.
5. Song singing.
6. Part songs.
7. Classic songs.
8. Songs and Solos.
9. Illustrated class lessons.

LITERATURE, RHETORIC, AND COMPOSITION.

MISS SIMONSON.

MISS DEWEY, ASSISTANT.

COURSE 1.—LITERATURE FOR CHILDREN.—Fourth term, Course 2. Four hours a week.

A study of the various forms of literature that meets the interests of children, with reference especially to the educative ends desired from the literature in the school. This means a study of the principles involved in the selection of material for class study and for outside reading, in the general arrangement of the course in literature and in its relation to the other work of the school. It includes a study of rhymes and jingles and other child verse, the accumulative story, the fairy tale and other forms of the folk tale, nonsense literature, the fable and other forms of the animal story, stories of myth, Bible stories, ballad literature, and the great stories of adventure and heroism.

COURSE 2.—ENGLISH LITERATURE.—Fifth term, Course 3. Five hours a week.

A study of the history and development of English literature through library reference work and through study of selections that illustrate literary movements and otherwise have literary worth. Some general study will be made of the prose literature, but the emphasis of the course will be on the development of English poetry, the selections to be made mostly from the

Ballads, Chaucer, Shakespeare, Milton, Dryden, Pope, Burns, Wordsworth, Coleridge, Keats, Shelley, Tennyson, and Browning. *Twelve Centuries of English Poetry and Prose*, by Newcomer and Andrews, is used as text.

COURSE 5.—THE SHAKESPEAREAN DRAMA.—Elective.

A review of the drama in general of Shakespeare's time and a study of dramatic principles as revealed in a study of four or five typical plays of Shakespeare, as *Macbeth*, *As You Like It*, *King Lear*, or *Hamlet*, and *The Tempest*.

COURSE 6.—POETRY OF THE NINETEENTH CENTURY.—Elective.

A review of the drama in general of Shakespeare's time and a study of the poetry of Tennyson, Browning, and Arnold. Page's *British Poets of the Nineteenth Century* is used as text.

COURSE 7.—THE FORMS AND TYPES OF LITERATURE.—Elective.

As types of the ballad, the epic, the romance, the lyric, the drama, the essay and prose fiction, the following are studied: The Old English Ballads, Arnold's *Sohrab and Rustum*, Tennyson's *The Holy Grail*, Sir Gassain and the Green Knight, selections from Malory's *Le Morte D'Arthur*, Palgrave's *Golden Treasury of Songs and Lyrics*, one of Shakespeare's plays, Lamb's *Essays*, and Matthew's collection of short stories or a novel. The course includes also some study of poetics.

COURSE 8.—ENGLISH.—First year, Course 5. Five hours a week.

This is an elementary course in composition and literature. It aims to combine in a practical way some study of the principles of composition with frequent exercises in oral and written composition. The work in literature includes a study of the selections in Ashmun's *Prose Literature for Secondary Schools*, *Popular Ballads*, *The Gold Bug*, Lewis's *Introduction to English Literature*, *Treasure Island*, and Palmer's translation of *The Odyssey*.

COURSE 9.—ENGLISH.—Second year, Course 5. Five hours a week.

The work of this year continues that of the preceding year, but becomes larger in its scope. An elementary text book of rhetoric is used. The work in literature looks to the broader study of English and American literature to come later. It includes a study of *Ivanhoe*, *English Narrative Poems*, *The Lays of Ancient Rome*, *The Man Without a Country*, *Gareth and Lynette*, selections from Malory's *Le Morte D'Arthur*, *The Rime of the Ancient Mariner*, *The Vision of Sir Launfal*, *As You Like It*, and *The House of the Seven Gables*.

PHYSICAL TRAINING.

MISS FOSTER.

AIM:

1. To develop and train the body, by means of properly chosen physical exercises, as an aid to the best mental and moral advancement of the individual.

2. To gain self-control and self-reliance from the ability to perform certain physical acts (apparatus work) which will give a consciousness of self, excluding the possibility of self-consciousness.

3. To become familiar with the different kinds of physical exercises, that better preparation may be had for teaching children.

4. To realize that exercises, to be beneficial, must comply with certain hygienic laws and must take physiological and psychological effects into consideration.

5. To gain the ability to observe individual pupils and detect their physical defects; also what corrective exercises to apply in such cases.

6. To appreciate the necessity for progression from exercise to exercise in the same lesson, and from one lesson to the following one.

7. To gain knowledge of the proper duration and speed of different movements and be able to so govern a class by the use of the voice that the movements shall be performed correctly.

8. To understand the manner in which a lesson should be conducted and what results should be expected; to realize that a lesson in which there is a minimum mental activity fails in its educational value.

COURSE 1.—First term, Course 2 and Course 3. Two hours a week.

1. Elementary Swedish gymnastics.

a. The mastery of gymnastic names of different positions of feet, arms and body and the manner of their combination to form exercises.

b. The ability to perform these positions and exercises correctly.

c. The use of the voice as expressive of speed and duration of movement.

d. The lesson for the school room—what it should contain and how to teach it.

e. The detection of personal physical defects and suggestive corrective exercises.

COURSE 2.—Second term, Course 2 and Course 3. Two hours a week in the gymnasium.

1. Advanced Swedish gymnastics.

2. Apparatus work.

3. Practice in teaching each other as preparation for actual work with children.

4. Running.

5. Marching.

6. Games.

Believing that games, besides providing physical and recreative features for the playground and school room, may become a great socializing and harmonizing element, as well as a means of eliminating objectionable features of sex consciousness, considerable attention is paid to their classification and application.

Games develop:

a. Mental and physical dexterity.

b. Freedom and grace of movement.

c. Development of sense perceptions.

d. Correlation of eye and hand in acquiring an appreciation of distance, aim, speed, etc.

e. Patience, self-control, unselfishness, and a consideration of other's rights and feelings.

f. A code of ethics and morals made a part of the child through his own experiences.

COURSE 3.—Third term, Course 2 and Course 3. Two hours a week in the gymnasium.

1. Exercise with wands, dumb-bells, bean bags and bounding balls.

2. Fancy steps.

3. Fancy marches.

4. Games.

5. Rhythm.

COURSE 4.—BASKET BALL.—Elective. Open to any student possessing the physical requirements. Doctor's certificate as to condition of heart and lungs required. Fall and winter terms.

COURSE 5.—INDIAN CLUB SWINGING.—Elective. Two hours a week. Spring term.

COURSE 6.—SPECIAL METHOD, PRIMARY GRADES.—Elective. Five hours a week. Spring term.

COURSES 1, 2 and 3 are compulsory and necessary for graduation. No credits are given for Courses 4 and 5. Full credit is given for Course 6.

The gymnasium, with a clear floor space of 80 by 75 feet, well ventilated and lighted on two sides by large windows eight feet from the floor, offers splendid facilities for the personal development of the Normal students, and the acquirement of a knowledge of physical exercises for presentation to pupils in the school room.

There is a good equipment of new apparatus, and the adjoining bath rooms for spray and shower baths are free to students.

A suitable suit and rubber-soled shoes are necessary in the gymnasium, and those persons not already provided with such attire are advised to procure it after reaching the school, as a greater uniformity of costume may thus be acquired. The cost will be about five dollars.

This department aims to do practical work, developing a well trained body as a support for a well trained mind.

MANUAL ARTS.

MR. VAUGHN.

Each of the following forms of hand work aims:

- a. To give experience in a craft which has been of large social significance and has grown to large industrial importance.
- b. To teach important processes of working over material selected into useful and artistic forms.
- c. To emphasize the structural basis of design, and the function of design in its application to objects of daily use.
- d. Through the making of things to develop an appreciation of the artistic and intrinsic value of objects used in every day life.
- e. To give the students some understanding of the problems of manual training in the elementary school.

The student selects for execution those problems which involve typical processes of working the material and which are of personal interest or of use in the class room.

1. SHOPWORK IN WOOD.—For graduates of country schools. Two hours a week. Three terms.

This course aims to develop the fundamental principles of design and construction in wood. While wood is the basic material of this course, woodwork is treated as a craft, in which various materials may be used in the construction of articles—metal for hinges, handles, etc.; leather for upholstering; cane and rush for tops, seats, etc.

2. BOOKBINDING.—Elective. Ten hours a week.

For orderly and systematic development, bookbinding is probably the ideal craft for school work.

The course begins with a brief working out of simple types of books suitable for grade work, and proceeds to the higher types of conventional bookbinding. It includes the binding of magazines, the rebinding of old books, and the binding of new books from the original sheets, bringing in the various methods of sewing and the typical forms of covers.

3. CONSTRUCTION.—Elective. Ten hours a week.

This course is arranged to prepare students to teach the various forms of construction or industrial work suited to the grades from first to sixth.

The work is based on the course of study prepared for the Training School, is carried out on four distinct lines, i. e., Book-making and binding, Textiles, Pottery, and Blockbuilding and simple Woodwork.

Plans and designs for the various problems are prepared by the students.

4. METALWORK.—Elective. Ten hours a week.

It is the aim of this course to give the students some skill in handling the various materials and processes and to encourage and enable them to continue the work in their homes, with simple and inexpensive equipment.

After a few preliminary projects, the work is largely individual.

The following list indicates something of the scope of the work: trays, letter files, bookends, bowls, candle sconces, fancy boxes, paper knives, vases, fern dishes, spoons, watch fobs, belt buckles, stickpins, etc.

In the execution of these problems, the following processes are involved: pounding on sandbag and over stake and anvil, filing, sawing, annealing, riveting, soldering, etching, and repoussé.

Consideration is given to the history of the craft, and the characteristics of brass, copper, and silver.

5. SHOPWORK.—BENCHWORK AND WOOD TURNING.—Elective. Ten hours a week.

The purpose of this course is to familiarize the student with woodworking tools, and with the proper methods of planning and constructing projects in wood.

The course is planned from the standpoint of the mature student who desires to do as advanced work as is in keeping with his ability.

Some consideration is given to the following topics:

Woodworking industries.

Kinds of wood and methods of preparation for the market.

Wood finishing.

Shop equipment and its cost.

6. POTTERY.—Elective. Ten hours a week.

The course in pottery involves the following processes:

1. Modeling

2. Coil building.

3. Various forms of decoration.

4. Preparation and application of glazes.

5. Biscuit and glaze firing.

6. Making and use of moulds.

7. Thrown on potter's wheel.

Some consideration is given to the composition of clay and glazes, to the history of the clay industries, and to the development of the modern art ware.

Special attention is given to the beauty of form and decoration, and to the principles of design as related to pottery.

DOMESTIC SCIENCE.

MISS HALL.

1. FOODS.—Elective. Ten hours a week.

This course covers briefly the following topics:

1. The composition and nutritive value of foods.

2. Their relation to the needs of the body.

3. Fundamental principles and processes of cooking.

The method of studying these topics includes:

1. Experiments designed to lead the student to discover, for himself, to verify or to illustrate certain fundamental principles drawn from the pure sciences, which have direct application to the process of preparing foods.

2. The application of these principles in cooking.

3. Discussion of assigned topics from Hutchison, "Food and Dietetics," Thomas, "Practical Dietetics," Halliburton, "Chemical Physiology," Stewart, "Physiology," and Conn, "Bacteria, Yeasts and Molds."
2. SEWING.—Elective. Ten hours a week.
 1. Consideration of the course of study in sewing for the elementary school.
 2. Material and models suited to the different grades.
 3. The making of models and simple garments.

THE TRAINING DEPARTMENT.

NEWELL DARROW GILBERT, A. M., DIRECTOR.

About six hundred children in the public schools of DeKalb constitute the Training School. About two hundred fifty are in the Normal building and the rest are in the Glidden School.

Two teaching credits are required for graduation. The general plan anticipates two terms of teaching, one term as assistant and one term in charge of a room, for one-half of each day. The arrangement is modified somewhat in individual cases. In the city building there is a critic for each room who will thus have the supervision, ordinarily, of from two to four pupil-teachers, since beginners are permitted to assist in the care of rooms. The pupil-teachers are conditioned substantially as they will be in their subsequent teaching, with this difference,—the supervision is closer.

Illustrative exercises with classes of children conducted by critic teachers, heads of departments, and by unusually capable pupils constitute a regular and important feature of the training work.

The following course of study is organized under the direction of the Superintendent of Public Schools. Much assistance is contributed by individual members of the city teachers and of the Normal School faculty. A large part of this is so interwoven that individual credit cannot be given. It is not invidious to make special mention of the work of Mr. Keith, on Penmanship; of Mr. McMurray and Mr. Hatch, on Geography topics and references; of Miss Patten, on the History outline; of Mr. Parson, on Inventional Geometry; of Mr. Wager, on Nature Study; of Misses Nicholson and Huff, on Music; of Miss Merritt, on Drawing; of Miss Foster, on Physical Training, and Miss Whitman, on Grammar.

COURSE OF STUDY. THE LANGUAGE GROUP.

The studies of this group—Literature, Reading, Language, Spelling and Writing—hold at once the widest relations with the Course of Study as a whole and the closest among themselves. The aim throughout the course is to recognize this fact and keep the members of the group in immediate association each with the others and in intimate correlation with other studies.

LITERATURE.

The place of literature in the course is two-fold: (a) To illuminate and interpret facts of science, geography or history; (b) as an object of study in itself, as a source of refinement and mental quickening.

In the first case, it is to be read or related and not dwelt upon except as portions are now and then memorized. In the second, the teacher and class should linger over it and endeavor to get its deeper meaning and spirit. In the first three grades, this presentation should be mainly by narrative by the teacher, to be narrated in turn by the

individual children before the class, and is to be a daily exercise. In the Fourth, Fifth and Sixth Grades this material is to be used in the reading classes and is to be presented with careful thought analysis. In the Seventh and Eighth Grades this work is to be fairly close intensive study of masterpieces with parallel readings and is to alternate with formal grammar.

Apart from material designated here, much that is chosen with reference to special days and events will be presented. Much effort should be given by the classes to memorizing choice selections, especially such as relate to birds and flowers, to seasons and seasonal characteristics and events. Selections used for reading should present many lines, couplets, stanzas, paragraphs; many rare, apt, vigorous words; many phrases and many figures—to be held in memory and often recalled and enjoyed by teacher and class. Definite effort should be made to give these words, phrases, figures, varied appropriate associations, in order to work them into the web of the children's thinking and usage.

The lists given below are by no means exhaustive. They rather present types. Much of the current children's literature finds its way into the school-room.

References:—McMurry (C. A.): *Special Method in Literature*; Scudder: *Literature in Schools*; McMurry and Cook: *Songs of Treetop and Meadow*; Shute: *Land of Song* (3 vol.).

FIRST GRADE.

FAIRY AND FOLK STORIES.

Three Little Pigs.

Chicken Little.

The Old Woman and Her Pig.

Grimm's Briar-Rose.

Grimm's Rose-red and Snow-white.

Grimm's The Elves and the Shoemaker.

Grimm's The Musicians of Bremen.

Grimm's Hans in Luck.

Andersen's The Pea Blossom.

Andersen's The Ugly Duckling.

ANIMAL STORIES.

Andersen's What the Moon Saw.

Moufflou. Bimbi Stories for Children. Ouida.

Androclus and the Lion.

BIBLE STORIES.

Moses in the Bulrushes.

The Christ Child.

David and Goliath.

The Child Samuel.

FABLES.

The Crow and the Pitcher.

The Hare and the Tortoise.

The Fox and the Crow.

The Goat, the Kid, and the Wolf.

SECOND GRADE.

a. Beauty and the Beast.

b. Hiawatha.

c. Robinson Crusoe.

d. Aladdin and His Wonderful Lamp. Arabian Nights.

THIRD GRADE.

- a. Greek Myths:—Tanglewood Tales. The Wonder Book.
 - b. The King of the Golden River.
 - c. Robin Hood—School Edition. Howard Pyle.
 - d. The Story of Siegfried. Baldwin. Chs. I-VI.
 - e. Toomai of the Elephants.
 - f. Rikki-Tikki-Tavi.
- Jungle Book.
- e. Sindbad the Sailor. Arabian Nights.

READING.

Note:—Reading is the most wide-reaching acquisition made by the child in school. No agency is capable of becoming so effective under wise teaching for at once disciplining and informing the pupil's mind. No study, then, deserves more careful consideration or demands more carefully elaborated plans than this. For in actuality no other study more widely and effectively conduces to bad mental habits.

It must begin and at every point proceed on the basis of vigorous, genuine thinking on the part of the child, and the life of such thinking is constant, clear, vivid, imaging—the reality and character of which the teacher should unflinchingly put to the proof in some way—drawing, construction, dramatization, or equivalent forms of expression.

These remarks lead to the following suggestions:

1. The reading must be chosen with wise discrimination as to its adaptation to the children's intelligence, taste and effort, in thought, in spirit, in phraseology.

2. Close alliance must be kept of the reading matter to the children's active interests—other studies, seasonal changes, attractive elements of environment, of experience, etc.

4. Supplementary reading should be used, not simply to give more exercise in reading, but to enlarge and enrich specific topics, thus applying the power to read to a clearly perceived end in the acquisition of information, reading from sharply defined, immediate motive, with close and strong association.

5. The assignment of work must be made in such a way as to make a tangible presentation of things to be accomplished; (a) words to be looked up; (b) allusions to be explained; (c) questions of fact to be verified; (d) questions of thought or of motive.

6. No text-book in reading, which is not in itself a literary whole, is to be taken seriatim. But rather the contents should be analyzed and selections assigned when and where they respectively have a clear and significant bearing.

References:—McMurray (C. A.): *Special Method in Reading*; McMurray (Mrs. Lida): *Beginning Reading*, Northern Illinois, June, 1901, and February, 1904; Hinsdale: *Teaching the Language Arts*; Parker: *Talks on Teaching*; N. I. S. N. S. Bulletin for May, 1905.

FIRST GRADE.

1. The first lessons in reading are drawn: (a) From games and occupations; (b) mainly from literature used for narration in this grade; (c) from the nature work. (See Language, Spelling, Writing, Literature.)

2. Of the following several should be read—some entire, others in part; some, perhaps, read through, but more probably the teacher should

alternate two or more so as to use their simpler or more appropriate portions in harmony with suggestion six above.

Horace Mann Primer, Brook's Primer, Outdoor Primer, Brownie Primer, Folk-Lore Primer, Overall Boys, Circus Reader.

SECOND GRADE.

Reynard the Fox, Around the World, No. 1; Graded Classics, Book II; Folk-Lore Reader, Book I; Fifty Famous Fables, Classic Stories (Revised).

THIRD GRADE.

Fifty Famous Stories Retold, Graded Classics, Book III; Fairy Stories and Fables, Book of Nature Myths, German Tales, Robinson Crusoe, Stevenson's Child's Garden of Verses, Tree Dwellers, The Early Cave Men, Around the World, II.

FOURTH GRADE.

Old Stories of the East, Story of Ulysses, Andersen's Fairy Tales, Judd's Classic Myths, Stories of Old England, Four Old Greeks, Great Americans for Little Americans.

FIFTH GRADE.

Pinocchio, Hiawatha, Arabian Nights, Achilles and Hector, Short American History Series, Rip Van Winkle.

SIXTH GRADE.

King of the Golden River, Robin Hood, The Flag-Raising, The Wonder Book, Tanglewood Tales.

SEVENTH GRADE.

Miles Standish, King Arthur and His Court, Birds and Bees, Lobo, Rag and Vixen, Christmas Carol, Grandmother's Story of Bunker Hill, William Tell.

EIGHTH GRADE.

Snow Bound, Treasure Island, Cricket on the Hearth, Afoot and Afloat, Evangeline, Tom Browne's School Days, Ichabod Crane, The Great Stone Face, Katahdin and Chesuncook.

LANGUAGE.

By language here is meant the work by which we definitely seek to shape the pupil's habits of speech and discipline him in the use of good English. The first requisite of good speech is good thinking. Accordingly the general aim of these exercises—the aim which determines both material and method—may be stated thus:

1. To stimulate, discipline and refine the pupil's power to think.
2. To habituate the children to the use of good English, i. e., correct in form, and, as well, concise, direct, ready, apt, exact and even elegant, both in speaking and writing.
3. To prepare them specifically for the common conventional demands which their subsequent life will put upon them.

These three involve these others:

1. Definitely enlarging and enriching the child's vocabulary, especially in the vernacular, and bringing it into command for every-day use.
2. Teaching correct spelling, appreciation of the force of words, derivation—the commoner roots, suffixes and prefixes—and the discrimination of synonyms and homonyms.
3. Teaching the structure of the English sentence.
4. Drill in punctuation, use of capitals, paragraphing and margins.
5. Teaching ordinary business and social forms.

In order that the pupils may develop and maintain a strong, wholesome, urgent desire for worthy self-expression, material for these exercises should be drawn from the active school and home interests of the children and given always under the impulse of some sufficient immediate motive, as (a) gratification of others; (b) expression and defense of an opinion; (c) sense of mastery. These exercises must have a distinctly formal element, and by them the teacher can scarcely do more than lay out the lines of correct usage. The following of such lines must become a matter of habit, and this in general is the result only of persistent training. Every recitation, then, is an opportunity, not to be missed, quietly, unremittingly, to give the exercise needful. There is no greater need to teach children to write than to teach them to talk—with all that this involves of choice of words, or arrangement, of distinct and melodious utterance.

Written work should be preceded by careful oral discussion to digest the thought to be presented, and in general a more or less full outline should be worked out by teacher and class and written on the board. This may, or may not, as circumstances require, be more than two or three main sub-topics, and may or may not be left on the board, as the children write. The subject must be relatively simple or the class well trained to get on well wholly without the mnemonic aid of the outline. The idea is to do for the children what we do for ourselves in order to secure freedom, and so completeness and clearness of expression.

In all language exercises, care must be had that the children do not fall back wholly upon the vocabulary already familiar to them, but that new words and idioms shall be worked into their usage.

In general it is advisable to arrange Language, Spelling and Writing for consecutive periods in the program, so that time for one may merge, in whole or in part, into the others when desirable.

References:—Metcalf and Bright's *Language Exercises*; Bright's *Graded Lessons in Language*; DeGarmo's *Language Books*; Keith's *Teaching the Language Arts*, Northern Illinois, May, 1902; Cooley's *Language Lessons*; N. I. S. N. S. Bulletin, November, 1904, and November, 1905.

For general reading there may be found in the Normal Library, Hinsdale: *Teaching the Language Arts*; Laurie: *Language and the Linguistic Arts*; Chubb: *The Teaching of English*; Parker's *Talks on Teaching*.

FIRST GRADE.

1. Familiar conversation in connection with Nature Study and other observational work. This conversation should be free and informal, and yet direct and purposeful, seeking to elicit—(a) complete statements, accurate in expression and true to fact; (b) consecutive sentences, giving a quite complete, continuous statement of observation.

2. Oral reproduction of stories told in Literature. This work in this grade and the next is the special opportunity to lay the foundation of a

full, rich vocabulary in the vernacular, and of freedom, vivacity and vigor in thought and expression.

3. As soon as practicable, written sentences setting out in connected statements the gist of a story of a science lesson. This work merges into spelling, writing and reading.

SECOND GRADE.

1. Conversation as in the First Grade.

2. Oral reproduction of stories told and read, as in First Grade, but more extended.

In both Grades, dramatization will tend to bring out more strongly the better qualities of language and deepen their impression on the children's minds.

3. Written exercises, as in First Grade, but more extended; (a) sentences; (b) written reproduction of stories.

Note.—The following is suggested as an order by which material may be thoroughly used in this grade and the next: (1) The story is related and (2) orally reproduced (literature lesson). (3) In reply to teacher's questions the story is repeated in outline, and such words and phrases as are thought desirable to emphasize, either because of difficulty or of endeavor to graft them onto the child's vocabulary, are listed on the black-board and either left on the board, or, better, copied by the children on slips of paper (writing and spelling lesson). With these slips ready for reference the children go to the board and write the story or sentence indicated. (5) As far as possible these are reviewed by the teacher and class, and criticised as to accuracy of statement, choice of words, spelling, punctuation, etc. (6) The children then write the same story at their desks on paper.

THIRD GRADE.

1. Conversation as in lower grades, but with much greater exaction as to fullness and continuity of statement.

2. Oral reproduction of stories; dramatization (see Second Grade).

3. Written exercises: (a) reproduction of stories; (b) reports of science lessons, excursions, trips, etc.; (c) brief friendly letters, with careful teaching of simplest forms.

4. Invention of stories—first of oral, then written—based on pictures, incidents, objects, suggested and supplied by teacher.

FOURTH AND FIFTH GRADES.

1. Conversation:

a. Material drawn from History, Geography, Science, Excursions, pupil's home interests.

b. Especial attention to language element in topical recitations.

2. Written exercises:

a. Reproduction of History stories and of Geography and other lessons. Written lessons in Arithmetic should be good language exercises.

b. Reports (see Third Grade).

c. Friendly letters.

d. Stories invented by children with and without common core of suggestion.

e. In connection with Arithmetic, bills and receipts.

3. Sentential structure. In the study of reading and in the criticism of written work lead pupils to discover and separate the greater elements of the sentence—subject and predicate—and the words or sets of words—modifiers—which are used to render the thing thought of (subject) more definite, and the thought concerning it (predicate) more explicit. The whole purpose here has to do with function, and technical terms should be avoided.

What is done here should rise naturally and as a matter of course from the effort to help the pupils master the more involved and difficult sentences in their reading and to give them a method of attack on their own difficulties in composition.

SIXTH GRADE.

1. Topical recitations.

2. Oral presentation and defense of opinion on points of history—past and present; results of inquiry on special topics; description of places, persons and objects of special interest.

3. Written exercises:

- a. Biographies: topics from History, Geography and other branches.
- b. Reports, descriptions, etc.
- c. Friendly and business letters.
- d. Stories.
- e. Independent outlines of articles read, discussion had, preparatory or not to written work.
- f. Business forms involved in arithmetical problems.

4. The study of sentence structure as a means of clearer interpretation of text read: (1) to discover as above, and separate the essential parts (subject and predicate); (2) to recognize the function of such sentence elements as modifiers and connectives; (3) and, further, to appreciate the value of word order in making the meaning of the sentence clearer and more forceful.

Technical grammatical terms may be introduced gradually, but with no formal effort to have children form or learn definitions.

SEVENTH GRADE.

The study of formal grammar is begun in this grade, the work being confined to the study of the sentence as a whole, its larger elements, and their relations. The stress is laid upon analysis, begun as early as possible and continued throughout the entire work.

I. Imaging from sentences.

Use material rich in thought-images, and vividly expressed.

Develop thought-subject and thought-attribute.

II. The Sentence.

Use full, clear sentences and distinguish "Subject" and "Predicate."

Use abundant material and introduce the following details:

1. Irregular order of Subject and Predicate.
2. The Compound Subject. Compound Predicate.
3. The use of the expletive, "there."

III. Classify sentences:

1. According to purpose.
 - (a) Declarative.
 - (b) Interrogative.
 - (c) Imperative.

Develop work carefully in changing from one step to the next. Review continually. Point out subject and predicate. Vary work, using exercises which require one or the other element to be supplied.

2. According to structure.

(a) Single.

(b) Compound.

Show relations in compound sentences expressed by the type words "and," "but," "or" and "for."

IV. Analysis of sentence.

1. Subject: base and modifiers. Learn noun and pronoun.

2. Predicate: base and modifiers. Learn verb. Begin with only verb in the base; then object complement and subject complement.

3. Modifiers: Word; adjective and adverb. Phrase: preposition. Clause; conjunctive.

Throughout the work a note book is made by the children, illustrating all principles.

Composition: (a) Essays based on various lines of work. (b) Letters—friendly, social, business. (c) Stories. (d) Free paraphrases, or interpretations, of selections from literature, not bare prose transpositions. (e) Interpretations of pictures.

In correction of essays and in discussion of them, close attention to paragraphs and their contents, sequence of paragraphs and of sentences within the paragraph, and, as in Sixth Grade, to sentential structure—grammatical and rhetorical.

EIGHTH GRADE.

1. Grammar.

(a) Review during the first six or eight weeks the work of the seventh grade.

(b) An intensive study of the parts of speech, including the classification, properties and inflectional forms of each.

(c) Analysis of literary selections, with reference to the best authorities, as found in the library.

2. As in the Seventh Grade.

3. Rhetoric. Careful criticism, class and individual, of pupil's essays. The common figures—simile, metaphor, synecdoche—and some of the simpler poetic meters worked out in the study of literature, not so much by way of nice definition as with reference to their forms and their rhetorical value in enhancing the vigor of the sentence.

PUNCTUATION.

Note.—The designation of certain elements of punctuation for certain grades is not meant to prescribe formal lessons, but to indicate certain things, which, by the end at least of the respective grade years, the pupils should have under control for use. They will for the most part know them earlier than the indicated time. But the teacher should definitely ascertain whether they do know them by the time prescribed.

The teaching in the first three grades, at least, should be based on imitation, association, and the teacher's quiet opportune suggestion, and should aim at implicit knowledge and use. In Fourth and Fifth Grades, explicit statements may be looked for, and when made should be constantly appealed to as a standard of use in written work. In Sixth, Seventh and Eighth Grades, a compact body of rules gathering the various points of the course should be taught. The correction and discussion of the regular exercises will give sufficient material for such instructions, especially when reinforced by abundant specific illustration.

To secure uniform practice, Bigelow's Handbook of Punctuation is taken as the standard and will be supplied to the teacher's desks.

FIRST GRADE.

1. The period—(a) at the end of a sentence; (b) Mr. and Mrs. taught as words; (c) other common abbreviations used by teacher, as names of the days, of the weeks, and names of the months in weather charts, etc.
2. The comma.
3. The question-mark.
4. Capitals (a) in proper names; (b) at the beginning of a sentence.
5. The possessive form.

SECOND GRADE.

1. The period, in abbreviations needed for use.
2. The comma, to set off the vocative.
3. Quotation marks, to mark an undivided question.
4. The hyphen, in a word divided at the end of a line.

THIRD GRADE.

1. The comma (a) in letter forms—e. g., dates and addresses; (b) to set off a brief quotation.
2. Capitals (a) in abbreviations; (b) in headlines and titles.

FOURTH GRADE.

1. The comma (a) to set off appositives; (b) to divide a compound sentence.
2. Quotation marks, in the divided quotation.

FIFTH GRADE.

1. See preceding grade.

SIXTH GRADE.

1. Comma, to set off adverbial clauses.
2. Semicolon, in compound sentences.
3. Parenthesis.

SEVENTH AND EIGHTH GRADES.

1. Comma, to set off the adjective clauses when not restrictive.
2. Colon after *as follows*, *the following*, *this and these*, etc.
3. The dash (a) after the colon; (b) in place of the parenthesis; (c) in an interrupted sentence.

SPELLING.

Note.—The instruction in spelling is based on the belief that it is “possible to learn to spell and at the same time to express educative thought by writing.” The teaching of spelling, therefore, is to be kept in closest association with the various lines of study and is especially to be regarded as an active phase of all written work.

A large proportion of bad spelling results from slovenly enunciation. The teacher is to exercise constant care over the children’s habits of speaking. Whatever lists of words are presented—in Language, Readings, etc.,—careful drill in clear, forcible, deliberate pronunciation, always with falling

inflection, should be given persistently. Accent is secured by pitch better than stress of voice.

The use of the dictionary for pronunciation mainly, and for definition under such careful oversight by the teacher as insures that the definition defines, should receive faithful attention to teach (a) the swift and direct finding of words; (b) the ready and accurate interpretation of diacritical marks; (c) resort to it for correct spelling; (d) in due time, the selection of definitions from the Unabridged Dictionary.

The Speller is not meant to be slavishly followed, it is to be taught. Some words and even whole lessons it may be desirable to omit, or to transpose certainly. Scan rules carefully, to be sure they are clear to the children

The matter of spelling should receive careful attention in the grades. This is the time to learn to spell. If the work is taught incidentally or in a measure neglected we are sure to produce poor spellers. We must make a serious business of teaching pupils to spell early in life. The problem should be attacked directly—not in a roundabout way. Not many pupils can be taught to be good spellers without considerable conscious effort. Conscious study and much repetition of the sound and symbols that go to make up words are necessary, if one hopes to become efficient in spelling.

A spelling sense should be cultivated. The child should know when he has spelled a word correctly. He should know equally as well when in doubt as to the correct spelling of a word. He should form the habit of going to the dictionary or to other sources for the correct spelling.

The common, every-day words used most frequently in the child's conversation and writing should furnish the list of words for spelling. These will be taken from his written work, from the various lines of study, from the names of objects that lie in his environment, from his games and from carefully selected lists of words found in a good speller. As he advances he will learn how to apply some of the rules of spelling.

Spelling should be related to every study in school. New words should receive attention. In addition there should be a regular time each day for spelling. This should be at least fifteen minutes in length from the third grade. As soon as it becomes evident that a child has mastered fairly well the art of spelling so that he spells well words found in his written work, he should be excused from this exercise. Such spelling should be done as dictation lessons. Words should be used in their proper setting. However, lists of words should be in the hands of pupils to study. There are many related lines of work that tend to crowd out spelling. There is just one way to learn to spell and that is by spelling.

FIRST, SECOND AND THIRD GRADES.

1. At first identical with writing (q.v.).
2. Merged in the Reading, and, especially, the written Language.
3. Word-building—particularly in games, such as Rhymes.
4. Phonics—introduced gradually by teachers by isolation of initials and terminals, of long and short vowels, until children are prepared to discriminate sounds and appreciate their function as integral parts of the words

FOURTH, FIFTH AND SIXTH GRADES.

1. Written and oral work on list drawn from the various exercises and definitely selected to include (a) mis-spelled words; (b) new and difficult words; (c) homonyms, suggested by erroneous usages.

2. Use of dictionary begun and developed as indicated above.
3. Significance of commonest suffixes and prefixes.
4. Daly's Rational Speller, pp. 1-33.

SEVENTH AND EIGHTH GRADES.

1. List as in earlier grades.
2. Use of dictionary, developed to include use of unabridged edition in selection of definitions; in tracing derivations; in discriminating synonyms and antonyms.
3. Lists of synonyms and antonyms based on literature and essay work. Continue definite work on homonyms.
4. Derivatives, based on literature and essays.
5. Dewey's Speller.

WRITING.

The purpose of teaching children to write is to equip them with a highly conventionalized means of expressing themselves and of interpreting the thoughts of others. To be effective—(a) it must be easily legible, neat and rapid; (b) the individual must have, to a marked degree, the unconscious power and freedom of written expression shown in oral speech.

This skill rests on motor habit, is developed by sustained effort, and without repetition—practice—rapidly decreases. Written form of itself does not afford sufficient motive to secure the desired result. This must be found in keeping writing from the first to the definite end for which it is intended—self-expression. Carelessness and slovenliness have the same tendency to form habits as carefulness and neatness. Hence the former cannot be tolerated.

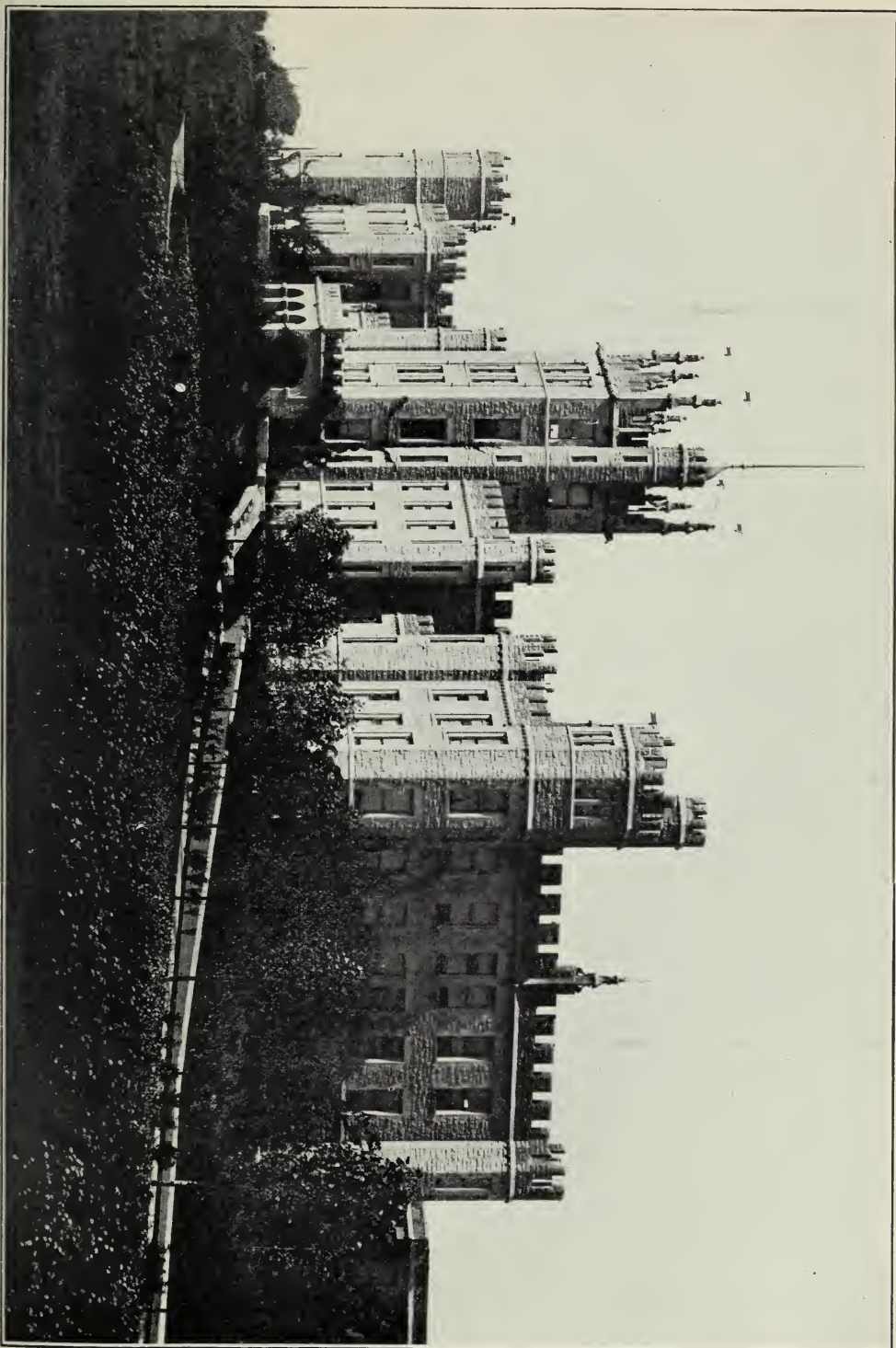
In the primary grades, pupils have not the degree of motor coördination necessary to perfection of form. Hence forms must be approximate only, and the process of approximation must be given time and a moderate degree accepted. However, approximation to standard forms should progress through these grades.

The movement in writing should be at first large and free, on the black-board, on large sheets of paper unruled—for example, the 9-in. by 12-in. drawing paper—or very wide-ruled paper, with no extra ruling.

The first work in writing is closely associated with learning to read, deals with the words the teacher presents, and is based on the impulse and power to imitate. The teacher writes a word of immediate interest because of its associations, on the board—writing deliberately in a large hand and in such position that the children may see the whole movement—i. e., with the left side to the class—erases and asks the children to write. The process is repeated at the teacher's discretion. No copying is to be done, except as the children imitate the teacher's movement. Children may be trained to imitate in the air the teacher's motions as she writes, preparatory to their own effort. The work on words merges as soon as possible into sentences.

To help children gain coördination and freedom the teacher gives a simple story which the children illustrate at the board, step by step, using large, bold lines.

Careful and constant attention must be given to train to a posture and movement that are hygienic and economical of physical energy—that is, a position that does not distort the body, hinder free motion or strain the eyes. As a rule this matter is grossly neglected by teachers to the defeat of the course of training designed and provided. The teachers are instructed to hold children to adopt and adhere to the following:



MAIN BUILDING

Position:—Child facing the desk squarely; trunk straight, inclined slightly forward and resting lightly on left elbow so as to leave the right arm entirely free, feet firmly and evenly on the floor. Paper perpendicular to the body or front edge of the desk—or better, perhaps, paper turned to be at such an angle to the body as will prevent twisting the trunk or dropping the head to watch the pen. The pen should be held by the thumb and the first two fingers—the first finger on top of the holder, the second finger and thumb to the side of it and underneath, the fingers straight, the thumb bent to touch the holder opposite the first joint of the first finger. This manner of holding the pen will naturally cause the holder to fall across the knuckle of the forefinger.

The question of slant in writing will take care of itself, resulting in that degree of slant most conducive in individuals to the standard described at the outset—if only right physical habits are formed.

GEOGRAPHY.

The plan of the course in Geography is a series of type-studies, beginning with the home-geography and passing to our state at large; the Mississippi Valley; the Atlantic Coast and Canada; the Pacific Coast and Mexico; Cuba and Porto Rico; Europe; Asia; Australia; South America; Africa; Physical and Astronomical Geography. The Geography topics of the Fourth and Fifth Grades are preceded and enriched by history stories belonging to the regions studied.

This scheme of teaching Geography gives definite purpose and method to the gleanings of information and illustration—historical, scientific, literary—from various sources and affords opportunity to teach children some effective system of classifying and indexing such material. Matter so collected should be constantly sifted and only the best, the most interesting, the most pertinent to the specific topics should be kept. Not the least advantage of this plan is the opportunity to the teacher always to have fresh matter, to bring the child fuller, richer, better organized knowledge.

There must be constant use of the map and the globe to keep the notions of location, distance, direction and relief forms well in mind. Excursions are to be made frequently, but always in consultation with the principal, both as to purpose and plan, and discussion of result.

The text-book must not be neglected. It cannot, fortunately, be taken by rote; but its maps, its illustrations, its information constitute the most available resources and the pupils are to be directed to all it contains pertaining to the lesson topic.

In the First and Second Grades the geographical work will be in the form of nature study, dealing with the child's environment, involving notions of position and direction; points of the compass; of winds, their character, and prevailing direction; of the seasons, their characteristics, weather; distinctive occupations, sports, condition of living, etc.; of fields and woods and streams; of plant and animal life.

Views of the "great, wide, wonderful world," will be given in studies of human life under contrasted conditions, especially stories of child-life in various countries and climes.

THIRD GRADE TOPICS.

I. The Home.

1. The family.
2. Home surroundings—house, barn, walks, fence, materials used; yard, garden, trees; location, elevation, exposure.
3. Food—kinds, source, preparation.
4. Clothing—materials; winter and summer.

5. Heating and lighting—fuel, gas, coal, wood, oil, coke.
 6. Comparisons with homes of children in cold countries; in hot countries; direction of these countries from us.
- II. The School Home. (Observations to be made in out-door lessons. Constant drill in direction now and through the year.)
1. The Normal School.
Direction and distance from home. Streets or roads leading to it.
 2. The Campus.
 - a. Comparison with yard at home.
 - b. Buildings, roads, walks, gardens, play-grounds, pond, bridges, woods, river, bordering roads.
 - c. Boundary lines, roads and creek.
 - d. Physical Features.
Differences in elevation; slopes, gentle and steep; valley, formed by slopes from the building and from Main Street; hills; the run-off of water, relation to slopes; the stream in the valley; soil, in high or low places, relation to drainage; garden; vegetation, relation to elevation and drainage; situation of buildings, relation to physical features.
 3. Buildings.
Position on campus; materials used in construction; exposure to sun, wind; view from position of school-room in building.
 4. Roads and walks.
Their entrance, direction from entrance to building; elevation across low places; materials used in construction, laid out with reference to beauty and utility.
 5. An excursion to the tower.
Observation of features of campus; also position of campus in relation to the town and surrounding farm lands; the greater valley of the Kiswaukee with slopes extending eastward and westward from the creek; drainage toward Kiswaukee; number of farm houses to be seen; the fields and their crops; the Kiswaukee and its meanderings; drainage of surrounding country.
 6. A map-game out of doors, to show relative position of objects on the campus. Let children form in lines to represent boundary lines; also take position of buildings, pond, etc. (Correct orientation should be observed always.)
 7. Sand-map of campus.
This should be worked out by teacher with class. Then each child should be given sand-pan and sand, and allowed to make his own map. The buildings, roads, pond and creek, bridges, etc., may be represented as the child himself suggests.
- III. Roads, the means of transportation from place to place.
1. The road in process of building on the campus or in the neighborhood. Laying out; grading; excavation; curb; pavement, materials, preparation and use.
 2. Use of roads on the campus and in the town; reasons for paving streets.
 3. Country road on west side of campus.
Grading; implements; drainage; use of country roads; farmer's need for good roads.
- IV. The Farm in the Autumn.
1. Excursion to a farm to observe,—
 - a. What the farm consists of—fields, pastures, orchard, barnyards, buildings.

- b. Products of the farm—grain, stock, milk, fruit, garden truck.
 - c. Farm implements—machinery, wagons, etc.
 - d. Care of products for home use.
 - e. Preparations for winter and spring.
 - f. All farm activities,—harvesting, feeding cattle, milking, etc.
 - 2. Discussions growing out of excursions.
 - a. Disposal of farm products,—grain—use on farm, shipment into town and to Chicago on railway.
Stock—the dairy and dairy products, taking of milk to creamery; cattle, shipped to Chicago stock-yards.
Garden-truck—use at home, shipment to market, poultry and eggs.
 - b. Things needed by farmer, not produced on farm: machinery; tools; wagons: harnesses; lumber; seed; groceries; clothing; papers and magazines.
 - 3. Excursions to the creamery and to the grain elevator follow from the discussion of the disposal of the products of the farm.
- V. The Creamery.
- 1. Visit to creamery early enough in the morning to see the farmers bring in the cans of milk in their wagons.
Observe:—
 - Emptying of cans.
 - Scalding of cans with steam.
 - Reception of milk in reservoir.
 - Separator.
 - Bottling of milk and cream.
 - Churning.
 - Preparations for delivery.
 - Method of cleansing bottles.
 - 2. Discussions following excursion.
 - a. Work in the creamery, cleanliness, etc.
 - b. The Dairy,—care of cows and stable; cleanliness of hands and clothing of milker.
 - c. Pure milk; dangers from impure milk.
- VI. The grain elevator—excursion to elevator to see how the farmer disposes of the grain which is not used on farm.
Building; side-tracks from the railway; method of elevating the grain; method of filling cars.
- VII. Trade—selling and buying, exchange of farm products for money, or for things which are needed on the farm.
Comparison with home, and methods of supplying the needs.
- VIII. The Feed-Store.
- 1. Preparation in school for excursion.
 - 2. The excursion, observation of
 - a. Kinds of feed in the store—oats, bran, etc.
 - b. Ways in which it is cared for.
 - c. Way of selling—measurement, weighing, handling.
 - d. Price.
 - e. People who buy.
 - f. Source of supply for the store-keeper.
 - 3. Discussion.
- IX. The Blacksmith Shop.
- 1. Preparation for excursion—discussion of the need of the farmer or anyone who owns a horse, for a place to shoe his horses.
 - 2. The excursion—observation of.
The shop, forge, anvil, hammers, bellows, etc.

The shoes and nails.

Shoeing a horse.

Time and cost of shoeing a horse.

3. Discussion, using horse's hoof, shoe and the nails.

X. The Wagon Shop.

1. Discussion—in order to facilitate trade between the farm and the town, the farmer must keep his wagons in good condition and his horses shod.

2. Excursion,

The shop, anvil, forge, bellows.

The smith at work.

Working with and shaping the iron into link of chain or bolt.

Putting new tire on wagon-wheel.

3. Discussion.

XI. The Grocery-store—an excursion.

1. Classification of things seen—

Staple goods in bulk.

Canned goods.

Preserved goods.

Spices.

Vegetables.

Fruit.

2. Sources of various things from warm or cold countries.

3. Special study of,

a. Flour.

b. Sugar.

c. Salt.

d. Vegetables—the market garden.

e. Fruits—home-grown and tropical.

f. One canned vegetable, as corn.

XII. The Meat-Market—an excursion.

Different kinds of meat and the animals from which they come.

XIII. The beginning of Map-Making—

1. The notion of the map introduced by the Map game, and the sand model of the campus, should be developed now by drawing on the floor of the school-room, with chalk, the outline of the campus, placing the buildings and the roads in their relative places (keeping things oriented); then each child should trace his road to his home, to the farm he visited, to the post-office, the railway station, the creamery, and whatever else he has visited; let him give direction at each turn after leaving the school-room. Develop the notion of scale, by making the figure which represents the campus smaller and still smaller; then locate Sycamore and Malta; extend the map by continuing the railway east to Chicago, and Lake Michigan, and west to the Mississippi River.

2. The map should grow gradually to make Illinois; name some of the surrounding states, the Illinois River, Ohio River, Wabash River; follow Mississippi River to Gulf; go westward over mountains to Pacific Ocean; eastward to Atlantic Ocean; North America.

3. At various points sketches should be made on large piece of paper and then hung on the north wall, with drill in direction.

XIV. The World—whole: A Relief Globe (preferably the Jones Model) should be introduced and the continents and ocean basins distinguished. Water placed in depressions will help to give the notion of oceans, and ocean beds.

1. Locate North America. Drill in direction, as on wall map. Atlantic Ocean, Pacific Ocean.
 2. Other continents—South America, Africa, Eurasia, Australia, Antarctica.
 3. Regions of cold; regions of heat. North and South poles. Equator.
 4. Follow on globe journeys which may be taken to different parts of the world as suggested by such events as
 - a. Roosevelt's trip to Africa.
 - b. A letter written to Filipino children.
 - c. A visit to the home of the Esquimo boy.
- XV. The Farm in the Spring.
Compare activities, appearance, crops, etc., with observations made in fall, also with school garden.
- XVI. Building of a House (observation of).
Preparations for building—materials used—source of materials—workmen.
- XVII. Illinois and Mississippi basin the great farming region of North America. Transfer from the relief model of the world to the relief model of the United States. Drill on location of Chicago and Lake Michigan, Mississippi River, Illinois; mountains in east and west, forming the basin of the Mississippi River; oceans on east and west; Gulf of Mexico. Model this region in sand and clay, showing slopes and reason for direction of rivers.

FOURTH GRADE.

1. The Prairies of DeKalb County. The Prairie Regions and their Development.
 - a. Wild prairie; early settlement along streams and forests; prairie fires.
 - b. Early Indian life. Shabbona. Map of the Prairie Regions.
 - c. Corn and stock-raising. Shipping to Chicago.
 - d. Tree-planting. Tile-draining. Roads and bridges.
2. The Illinois River. Map. Streams tributary to the Mississippi and Ohio.
 - a. Scenery and bluffs. Starved Rock, Deer Park.
 - b. Swamps and bayous. Duck hunting.
 - c. The canal connection with Chicago.
 - d. Cities.
 - e. Products shipped. Corn, coal, stone.
 - f. Proposed deep water way.
 - g. Other rivers corresponding to the Illinois,—Wisconsin, Ohio, Kentucky, Tennessee, Minnesota, Iowa, Missouri, Arkansas. Map.
 - h. Other canal connections with Great Lakes.
 - i. Review of story of LaSalle and Tonty.
3. A coal mine and coal fields of Illinois and Mississippi valley.
 - a. Location and sinking of shaft.
 - b. Process of ventilating and mining.
 - c. Dangers and protections.
 - d. Uses of coal for houses, railroads and factories.
 - e. Shipping of coal by rail and by water.
 - f. Location of Illinois coal field; Iowa and Missouri field; Western Appalachian coal field. Map of coal field.
4. Trip on the Upper Mississippi.
 - a. Steamboat journey. Map.
 - b. The three cities, Davenport, Rock Island and Moline.
 - c. Bluff scenery and location of cities, LaCrosse and Winona.

- d. Lake Pepin.
- e. St. Paul, head of navigation.
- f. Comparison with trip on Ohio and Missouri. Contrasts. Maps.
- g. Review the story of Hennepin. Also of Marquette and Joliet.
- 5. Minneapolis. The lumber and flour business of Minneapolis.
 - a. Pineries and lumbering. Sawmills.
 - b. Wheatfields and mills; water power; railroads. Map.
 - c. Comparisons with cities on the Upper Mississippi—Winona, etc.
 - d. Lumber cities along the Great Lakes and in New England—Buffalo, etc.
 - e. Lumber cities along the Appalachians—Williamsport, etc.
 - f. Minneapolis and St. Paul compared with Pittsburg and Albany.
- 6. Lake Michigan and the Great Lakes.
 - a. Size and depth of lakes.
 - b. Commerce on Great Lakes; harbors; the Soo Falls and locks.
 - c. Products shipped east and west.
 - d. Cities on the Lakes. Docks and harbors.
 - e. Summer resorts on the Lakes.
 - f. Comparison of the lake cities with those on Upper Mississippi and Ohio Rivers.
 - g. Story of Marquette and Joliet. Story of LaSalle.
- 7. Tobacco Culture in Kentucky and Tennessee.
 - a. The tobacco field; negro labor.
 - b. The sheds and curing.
 - c. Louisville as a tobacco center.
 - d. Tobacco states—Kentucky, Tennessee, Ohio, Virginia and Connecticut. Map of tobacco states.
 - e. Tobacco in Cuba.
 - f. Story of Boone and Robertson. Lincoln, John Smith.
- 8. Trip on the Lower Mississippi. Map.
 - a. Steamboat trip from Cairo to Delta.
 - b. Sights on a steamboat trip.
 - c. Floods and levees.
 - d. Jetties at the delta.
 - e. Contrast of Lower and Upper Mississippi.
 - f. New Orleans and shipping.
 - g. Stories of LaSalle and Lincoln.
- 9. Cotton fields.
 - a. Raising the cotton. Negro labor. The boll weevil.
 - b. Ginning of cotton and baling.
 - c. Shipping from Memphis, Savannah, Galveston and other places.
 - d. The cotton states. Map showing cotton belt.
 - e. Shipments to New England and England. Map.
 - f. Southern cotton mills.
 - g. Wool production in Ohio and other states.
 - h. Story of DeSoto.
- 10. Sugar Plantation in Louisiana.
 - a. Raising sugar cane on the plantation.
 - b. Method of milling. Old and new methods.
 - c. Refining sugar. New Orleans. Map of sugar states.
 - d. Beet sugar in California, Colorado and other states. Map.
 - e. Maple sugar in Vermont. Sorghum.
 - f. Sugar in Cuba and Philippines. Map.
- 11. The Cattle Ranches of the Plains. Map.
 - a. The cattle ranch.
 - b. The round up.
 - c. Texas ranches and northward driving. Map.

- d. Shipping to the corn belt. Map of western states.
 - e. Packing houses in Omaha and Chicago.
 - f. Sheep ranches on the plains and in the mountains.
 - g. Cattle and stock raising in the corn belt.
 - h. Stories of Fremont. Parkman's Oregon Trail, and Lewis and Clark.
12. Springfield, Illinois.
- a. State house. Pictures.
 - b. Three departments of state government.
 - c. Review of town and county government.
 - d. Lincoln's home and monument in Springfield. Pictures.
 - e. Other state capitals, Indianapolis, Madison, etc.
 - f. Story of Lincoln, Grant, George Rogers Clark.
- Reference, Type Studies of the United States, McMurry.

FIFTH GRADE.

I. Niagara Falls.

- 1. Location of Falls and their relation to physiography of the lake region.
- 2. Scenery of the Falls and Gorge. Other great falls in U. S. Yellowstone. Great Falls, Mont.; Shoshone Falls, Idaho.
- 3. Recession of the Falls. Compare with Minneapolis.
- 4. The Falls as an obstruction to commerce. Compare with Sault St. Marie. Rapids on Lower St. Lawrence. Canals around the Falls. The Erie Canal. Buffalo due to the Falls. Falls at Louisville, Ky.
- 5. Water power at the Falls. Electrical power and how produced. Use of the power at the Falls and in Buffalo. Compare with the water power at Glens Falls, at Rochester, at Minneapolis; the Merrimac River and Fall River, Mass.; Lewiston and Augusta, Maine; Richmond, Va.; Great Falls, Mont.; Canal power at Chicago; Snake River Falls in Idaho.

II. The Hudson River.

- 1. Voyage up the River. Scenery of Palisades, Highlands, etc. Compare scenery with Delaware Water Gap, Susquehanna, Potomac at Harper's Ferry, James River breaking through the Blue Ridge, Columbia at the Cascades, Royal Gorge of the Arkansas, Yellowstone River and Gorge.
- 2. Hudson River a drowned Valley. Tide to Albany, deep and broad. Compare with Delaware Bay, Chesapeake Bay, Carolina rivers, St. Johns, Maine rivers.
- 3. Commerce of the Hudson River, Passenger steamers, canal boats and barges, brick yards and stone quarries along the river.
- 4. Erie Canal and connection with Lake Erie and Lake Ontario. History and importance. Cost of shipment by canal. Recent enlargement of canal. Products of lake regions shipped eastward by canal and Hudson River. Lake Champlain canal. Lumber shipment.
- 5. Hoosac Tunnel and connection with Boston. Manufactured goods sent west.
- 6. New York Central R. R. parallel with Hudson R. and Erie Canal.

III. The White Mountains.

- 1. Physiography of the White Mountain group.
- 2. Ascent of Mt. Washington.
- 3. Mountain Hotels and Resorts.
- 4. Lake Winnepesaukee and other New England resorts.
- 5. The Adirondacks in summer. The St. Lawrence Islands.

6. The Catskills. Hotels and summer houses.
7. The Mountain resorts of Pennsylvania and Virginia Springs.
8. Asheville and the Southern Appalachians.
9. The Seashore Summer Resorts. The Maine Coast, Old Orchard, Nantucket, Newport, Long Branch, Ocean City; the Florida Coast in winter; St. Augustine, Palm Beach.

IV. Gloucester and the Cod Fisheries.

1. Preparation and voyage of Fishing Schooner to the Banks.
2. Gloucester and the fishing schooners. Fishermen's families.
3. Curing and packing the fish. Fresh fish.
4. Inshore fishing, the dories. Lobster fishing.
5. Related industries at Gloucester. Rope making and ships' supplies. By-products of the fisheries; glue.
6. Other fishing towns of New England; Marblehead; Boston; Salem.
7. Oyster fishing in Long Island Sound and in the Chesapeake. Canning and shipping oysters at Baltimore. Shad fishing in Chesapeake Bay. Other oyster fisheries along the Atlantic Coast to Florida.
8. Lake fisheries on Lake Erie and other lakes.

V. Boot and Shoe Factories about Boston.

1. A shoe factory. Machines and workers. Investment.
2. Sources of leather. The tanneries in Chicago, Omaha, Baltimore. Hides from the cattle ranches and stock producing regions. Hides from Argentina.
3. Kinds of leather used. Foreign supply.
4. Shipment of shoes westward.
5. Extent of manufacture in New England and in other states.
6. Other leather goods. Harness and saddles; belting; satchels and bags; gloves and mittens.
7. Comparison with rubber goods and manufacture, Akron, Ohio. Rubber tires for buggies, bicycles and autos.

VI. Ship Building.

1. Bath and ship building in Maine. Wooden schooners. Lumber, and the forests as sources of materials.
2. Ship building at Philadelphia. Ship Yards. Iron and steel ship construction. Construction of a ship.
3. The building of war vessels. Steel armor plate.
4. U. S. Navy yards at Brooklyn, Norfolk, etc.
5. Ship building at San Francisco.
6. Annapolis and the Naval School.
7. American ship lines on the ocean, and coasting vessels.
8. Steamship lines on the Great Lakes.

VII. The Appalachian Forests.

1. Lumbering in Maine, Bangor, etc.; Williamsport, Pa.; lumbering in Virginia and Tennessee.
2. Paper making from woodpulp in New England and New York.
3. Furniture making. Hard wood forests. (Spools and Matches).
4. Tanbark, hemlock bark, oak bark. The tanneries in Maryland.
5. Turpentine in forests of Carolina, Georgia, etc. Shipment of ships' supplies from Savannah, etc. The coastal plain.
6. The yellow pine forests and lumber from Carolina to Texas.
7. Railroad construction. Ties, bridges, etc.
8. Map of the Appalachian forests, and the yellow pine forests.

VIII. Florida Fruit Growing and Truck Farming.

1. Orange groves; climatic conditions; frosts and how guarded against. Orange groves in California. Competition. Grape fruit.

2. Florida celery, lettuce, cabbage, tomatoes, potatoes. Early spring shipment by rail to New York, Boston, Philadelphia, Chicago. Hothouse products at the north. Cucumbers, onions, etc.
3. Berry farming in the Carolinas. Strawberries, melons. Peaches and pears from the south. Similar conditions in the Mississippi Valley.
4. Intensive truck farming in Virginia, Maryland, New Jersey.
5. The Atlantic Coast Line R. R. The Coast Line steamers. Old Dominion, Clyde Line.
6. Chief lines of traffic by rail and by water between North and South.
7. Review of story of Ponce de Leon.

IX. Pike's Peak.

1. General physiographic survey of region.
2. Trip to top of Pike's Peak; railroad; views; Long's Peak, Fremont's Peak, Mount of the Holy Cross.
3. Interesting side trips, Cheyenne Canyon, Garden of the Gods, Cave of the Winds (Mammoth Cave, Luray).
4. Colorado Springs as a summer resort,—Springs hotels. Compare with Hot Springs. Other resorts along the Rockies. Yellowstone Park, Yosemite Valley in California.
5. Compare with Mt. Washington and White Mountains.
6. Review story of Pike; Fremont; Lewis and Clark.

X. Big Irrigation Ditch at Denver.

1. Survey of irrigation lands along the Platte and relation to Rocky Mountains.
2. Digging and constructing the ditch. Flumes. Source of water. Reservoirs in mountains.
3. Conflict of water rights; how settled; legislature.
4. Drawing water from ditches. Distributing.
5. Effects of water on dry land. Crops.
6. Market for products. Cities and mining camps.
7. Irrigation by small streams and ponds.
8. Irrigation streams along the eastern foot hills for 1,200 miles. Yellowstone River, Rio Grande.
9. Other irrigation districts. Utah, California, Colorado River, Idaho, Montana, etc.
10. Government projects. Roosevelt dam on Salt River. Arizona. General plan of Government.

XI. Gold Mining in California.

1. Early gold discoveries in California.
2. Placer mining. The cradle, etc.
3. Quartz mining. Stamp mills.
4. The mining districts of California.
5. Smelting the ores.
6. Silver and gold mines in Colorado and Cripple Creek.
7. Copper mines at Butte and in Michigan.
8. Distribution of mining through western states, as Arizona, Nevada, Idaho, etc.
9. Cities as smelting centers, as Pueblo, Great Falls, Butte.
10. Products of mines compared with products of irrigation and fruit raising.
11. Review of trip of the Goldseekers to California in '49.

XII. Salmon Fisheries on the Columbia.

1. Life and migrations of the salmon.
2. Modes of fishing along the Columbia.
3. Description of cannery.

4. Extent of salmon fisheries along the Columbia.
5. State and natural hatcheries for protecting the salmon fishing industry.
6. Salmon fishing along Puget Sound and on Fraser river. British Columbia.
7. Seal fisheries along the coast of Alaska.
8. Fisheries of the Pacific coast compared with those of Atlantic coast.
9. Review Lewis and Clark expedition. Reference, Type Studies of the United States, McMurry.

SIXTH GRADE.

1. Pittsburg and Steel Production in the United States.
 - a. Johnstown and Cambria Steel Co.
 - b. Pittsburg steel production.
 - c. Other centers on the Lakes; at Birmingham, etc.
 - d. Iron mines and steel production in the United States.
2. The Cotton Mills. Textile Industries of the United States.
 - a. Cotton mills at Lowell, Manchester, and Fall River.
 - b. Cotton mills in the South.
 - c. History of spinning and weaving. Woolen and silk manufacture.
3. The Appalachian Mountains. The Rocky Mountains.
 - a. Physiography of the Appalachian rivers.
 - b. Forests and mineral productions in the Appalachians.
 - c. Farming and stock raising.
 - d. Roads across the mountains.
 - e. Cities and history.
 - f. The Rocky Mountains.
4. The Pennsylvania Railroad. Railroad System of the United States.
 - a. Early history and growth of the Pennsylvania system.
 - b. Comparison with New York Central, Baltimore and Ohio, etc.
 - c. The Union Pacific and other Pacific railroads.
 - d. North and South routes in the United States.
5. The Mississippi River. Type of Great Commercial River.
 - a. Survey of Mississippi Basin as a whole.
 - b. Floods on the Ohio and Mississippi.
 - c. Improvements in navigation.
 - d. Important areas of production in the Mississippi Valley.
6. New York City. Survey of the cities of the United States.
 - a. The harbor and commerce of New York.
 - b. Rapid transit; water supply.
 - c. City government; charities; education.
 - d. Manufactures.
 - e. Comparison with Philadelphia, Chicago, and other cities.
7. North America, a Continental Type.
 - a. Physiographic features, mountains, plains, and plateaus.
 - b. Its resources; regional geography.
 - c. Its races and their distribution.
 - d. Climatic characteristics.
 - e. Coastal plains; islands and gulfs.

Reference, Larger Types of American Geography. McMurry.

SEVENTH GRADE.

1. Liverpool. The Great Seaports of Europe.
 - a. Docks and Shipping. Ship lines to New York and India.
 - b. Products brought from America, Asia, etc.

- c. Compare with London and other English ports; with Hamburg, Rotterdam, Antwerp, Havre, Marseilles, Naples, Constantinople, St. Petersburg.
2. The British Isles. The Island Kingdom.
 - a. Mountains and plains; compare with the United States.
 - b. Natural resources; populations.
 - c. Separation from other European countries; advantages for commerce.
3. Glasgow. Harbor Improvements and Shipbuilding.
 - a. A hundred years' improvement in the Clyde.
 - b. The Clyde bank shipyards; construction of ships.
 - c. Other shipbuilding centers in England and Europe.
 - d. Ship building in the United States reviewed and compared.
 - e. The British merchant fleet; war vessels.
4. London, Center of World Commerce and Finance.
 - a. Size and importance of London.
 - b. Trade and manufactures.
 - c. British parliament and government of the empire.
5. The Alps. The Mountains and Plains of Europe.
 - a. The upheaval and mountain building.
 - b. Glaciers. Glacial period in Europe and in North America.
 - c. Lakes and rivers.
 - d. Switzerland resorts; roads and passes.
 - e. History.
 - f. Comparisons.
6. The Rhine. Importance of rivers in Europe.
 - a. Physiography.
 - b. Castles; fortified cities; cathedrals.
 - c. History and literature.
 - d. Other rivers of Europe and United States.
7. Berlin the Kaiser City. Other capitals.
 - a. Berlin a center of government and military strength.
8. Holland and the Delta Land.
 - a. The Delta and the Rhine.
 - b. Building of the dikes.
 - c. Industries and commerce of the Dutch.
9. The German People. Races and the languages of Europe.
 - a. Physical and mental qualities of the Germans.
 - b. National customs. Education.
 - c. Military spirit.
 - d. The German races and language; the Latin races; the Slavonic races.
10. Paris, the City of Modern Art.
 - a. Improvements of the city since the French Revolution.
 - b. The development of art as exhibited in Paris.
 - c. The rebuilding of Vienna.
 - d. Other cities of art, Dresden, Rome, etc.
12. Lyons and the Silk Production.
 - a. The silk worm and silk production.
 - b. The manufacture of finer textiles.
13. Italy. The Importance of Peninsulas in Europe.
 - a. Physiography; its peninsular character.
 - b. Its history and political importance.
 - c. Compare with other Peninsulas, as Spain, Greece, Scandinavia, Denmark, England.
14. Rome, The Ancient City and the City of the Popes.
 - a. The Ruins of Ancient Rome.
 - b. The Vatican.

- c. Compare with Athens, Constantinople, Jerusalem, Granada, Carthage.
- d. Religions in Europe.
- 15. St. Petersburg, the City of Peter the Great.
 - a. Seat of Russian Government.
 - b. Comparison with Moscow.
 - c. Commerce. The Siberian Railroad.
- 16. Europe as a whole.
 - a. Mountains and plains.
 - b. Physical resources.
 - c. Climatic conditions.
 - d. Gulfs and seashore.
 - e. Compared with North American peninsulas.
 - f. Varied languages and nationalities.

EIGHTH GRADE.

- 1. The Suez Canal Route to India and Asia.
 - a. England's relation to India.
 - b. Comparison with route by Cape of Good Hope.
- 2. India, the Chief English possession.
 - a. Other dependencies in Asia.
 - b. Compare with other crown colonies.
- 3. Japan and progressive character of people.
 - a. The Island Kingdom; customs.
 - b. China and conservatism.
 - c. Rivers and delta land: Rice culture.
- 4. Australia. Free self-governing colony.
 - a. Compare with Canada, New Zealand, Cape Colony.
- 5. Java, and the Dutch.
 - b. Compare with British Colonies.
- 6. General Survey of Asia.
 - a. Mountains and deserts.
 - b. Great river valleys and populations.
 - c. Unprogressive nations, as Persia, Afghanistan.
- 7. English in Africa.
 - a. Other European possessions in Africa.
- 8. The Congo and the Nile.
 - a. History of Congo Free State.
 - b. Livingston and Stanley.
- 9. The Desert of Sahara, and Deserts of Asia.
 - a. Physical character of the desert. Climate, oases and irrigation.
 - b. Caravan routes.
 - c. Grazing; wandering tribes.
- 10. The Amazon. Tropical forests.
 - a. Brazil: Climatic conditions.
 - b. Commerce of the Amazon.
 - c. Comparison with Congo and other great rivers.
- 11. Argentina, and the Spanish States.
 - a. Cattle raising and Agriculture.
 - b. Valley of the La Plata compared with the Mississippi.
 - c. Other Spanish States; Government and People.
- 12. The Panama Canal.
 - a. History of its difficulties.
 - b. Probable effect of its completion.
- 13. The United States and her colonies compared with England and her colonies.
- 14. Mathematical and Astronomical Geography.

- a. Latitude and longitude, zones.
- b. Motions of the earth and relation to the sun.
- 15. The Pacific Ocean.
 - a. Size and comparison with other oceans.
 - b. Ocean currents.
 - c. Great routes across the ocean; commerce.

U. S. HISTORY.

FOURTH GRADE.

FALL TERM.

- 1. Shabbona, the Indian chief of Northern Illinois.
- 2. The Story of LaSalle's trip on the Lakes and Upper Mississippi and Illinois.
- 3. Marquette and Joliet on the Lakes and along the Mississippi River.
- 4. The Story of Hennepin on the Upper Mississippi River and in Minnesota.
- 5. The early life of Lincoln in Kentucky, Indiana and Illinois.
- 6. Boone, the pioneer hunter and settler in Kentucky.
- 7. Robertson and Sevier in Tennessee.
- 8. George Rogers Clark, and the conquest of the Illinois country in the Revolution.
- 9. LaSalle's trip on the Lower Mississippi River.
- 10. DeSoto and the early exploration of the Gulf States.
- 11. Fremont's first trip to the Rocky Mountains.

FIFTH GRADE.

- 1. Champlain's explorations and adventures in Canada and New York.
- 2. Henry Hudson's Voyage up the Hudson River.
- 3. John Smith's exploration of the New England Coast.
- 4. The early life of Washington up to Braddock's defeat.
- 5. Ponce de Leon and his voyage to Florida.
- 6. Sir Walter Raleigh's attempted settlements in the Carolinas.
- 7. Fremont's second trip, discovery of Salt Lake and crossing the Sierra Nevada in winter.
- 8. Powell's trip down the Grand Canon.
- 9. Journey of the Gold Seekers to California in '49.
- 10. Drake's Voyage Round the World.
- 11. Columbus's great Voyage.
- 12. Cortez's conquest of Mexico.
- 13. Magellan's voyage across the Pacific.

SIXTH GRADE HISTORY.

- 1. Jamestown and the Virginia Plantation. Smith, Dale and the land system of Virginia. Plantation life.
- 2. Compare Virginia with the Carolinas and Maryland.
- 3. The conflict between Berkeley and Nathaniel Bacon. Aristocracy and Democracy in Virginia.

MASSACHUSETTS.

1. Growth of the Town Meeting and the General Court in Massachusetts.
2. Development of democracy and the representative system.
3. Self-government through the colonial legislature. Opposition to royal governors.
4. Comparison of Massachusetts with other New England Colonies.
5. Gov. Andros and the struggle for control.

NEW YORK.

1. Settlement of the Dutch at Manhattan, Conquest by the English.
2. The Iroquois Indians and their powerful Confederacy.
3. Their conquests and struggle with the French.
4. Comparison of the Iroquois with the other Indian tribes.
5. Relations of the Iroquois to the Dutch and English.

PENNSYLVANIA.

1. William Penn's struggle for liberty of conscience in England.
2. The planting of Pennsylvania.
3. Coming of the Quakers, the Germans and the Scotch Irish.
4. Influence of Pennsylvania upon colonial settlement.
5. The early life of Franklin in Boston and in Philadelphia.
6. Long residence in England as representative of the colonies before the Revolution.
7. The last French and Indian War.
8. Montcalm and Wolfe and the conquest of Canada.
9. Number and distributions of European races in the colonies in 1760.
10. House customs among the Puritans, the Quakers, the Germans, the Dutch and the Cavaliers.

SEVENTH GRADE HISTORY—1760-1787.

1. Samuel Adams and the eleven years' conflict preceding the outbreak of the Revolution.
2. The Declaration of Independence.
3. Events about Boston.
4. Washington's Retreat from New York and through New Jersey.
5. Burgoyne's Campaign.
6. Franklin in France during the Revolution.
7. Robert Morris and the financial difficulties of the Revolution.
8. Washington at Valley Forge
9. John Paul Jones and his Naval exploits.
10. The Campaign in the South.
 - Loss of Charleston.
 - Cornwallis's march northward.
 - Greene's campaign.
 - Cornwallis at Yorktown.
11. The Treaty of Paris, 1783.
12. The weakness of the Government under the articles of Confederation.
13. The Constitutional Convention of 1787. Leading men, conflicts and compromises.
14. The Ratification of the Constitution.

EIGHTH GRADE HISTORY.

1. Growth and expansion of the country during the Revolutionary period.
 - The overthrow of the Iroquois.
 - Settlement of Tennessee and Kentucky and expulsion of the Indians.
 - The conquests of George Rogers Clark.
 - Westward expansion to 1812.
 - Defeat of Sinclair in Ohio.
 - Anthony Wayne's defeat of the Indians at Fallen Timbers; Treaty. Harrison at Tippecanoe.
 - Jackson defeats the Creeks and Choctaws.
2. Washington putting the Government on its feet. Establishing of the Federal Authority.
 - Hamilton organizes the financial system. Assumption of state debts.
 - The first tariff.
 - The United States Bank.
 - Washington's declaration of neutrality.
 - Defeat of the Northwestern Indians.
 - The Whisky Insurrection.
3. Adams as a Federalist and the Alien and Sedition acts.
4. Jefferson and Democracy.
 - Close construction of the constitution.
 - The Purchase of Louisiana.
 - Violation of the Constitution.
5. Monroe and the Monroe Doctrine.
6. Jackson, the leader of Democracy.
 - The Nullification Proclamation.
 - Webster and Hayne Debate.
7. Improvement of roads leading westward.
 - The Old National Road.
 - The Erie Canal and other canals.
 - Building of the Pennsylvania R. R.
 - Other railroads crossing the mountains.
8. Series of Great Inventions.
 - The steamboat on the Hudson and Ohio.
 - Improvements in locomotive engines.
 - The cotton gin.
 - Spinning jenny and power loom.
 - Electric telegraph.
 - Farm machinery.
 - The sewing machine.
9. The tariff and growth of manufacture.
 - Tariff of 1816.
 - Tariff of 1828.
 - Tariff legislation to 1860.
10. The Growth of Slavery from 1820 to 1860.
 - The Texas question.
 - Causes of the Mexican War.
 - Admission of California.
 - The Kansas-Nebraska bill.
 - Lincoln and Douglas debate.
 - Growth of the Anti-slavery sentiment.
11. Rapid Expansion of the North.
 - Railroads and canals.

- Manufacturing.
- Immigration.
- Gold discoveries.
- The Public land system.
- Education.
- 12. Sketch of political parties to 1860.
Election of 1860.
- 13. Lincoln's purpose in the war.
Grant's campaigns in the West.
Campaigns against Richmond.
Blockade of the southern ports.
Emancipation
- 14. The Reconstruction Period.
- 15. Outline of leading events since the Civil War.

NUMBER.

In the past there has been an attempt to do too much under the head of arithmetic. There has not been time to give attention to things that are fundamental. There are a few things primarily essential in arithmetic that should be learned by every child if a thorough mastery of this subject is to be acquired. He should be able to make practical use of the arithmetical facts and principles learned in school.

There should be more purposeful drill upon the necessary number facts and processes until the child becomes perfectly familiar with them. Such processes as addition, subtraction, multiplication and division should be mastered early in the school life of the child because they play so important a part in all work in arithmetic that is to follow. Often much time is wasted in the upper grades learning facts and processes that should have been thoroughly mastered in the lower grades when the child was passing through the stage in which this work can be done most easily. Much drill and repetition for accuracy and speed should be given day after day along with the other work of arithmetic to the end that the child may early put into the background, through thorough mastery, the mechanical difficulties of number. He should be at home and ready in thinking number and in the manipulation of number. He should think in numbers as readily as he thinks in other subjects. This will be brought about only by vigorous, persistent drill upon the mechanical side of number and the application of number in a rational sensible way to the every-day problems that surround the child. If the above is attended to in the lower grades it will be possible to do a higher and more practical kind of work in the upper grades.

The matter of having the child reason about everything he does in arithmetic, especially in the lower grades, can be overdone. Of course he needs to do rational thinking but there is no place for fine-haired explanations that are often required. Many things in arithmetic do not need to be explained. They need to be done and results secured with the least amount of fuss possible.

There is no place in school where time can be saved to better advantage than in connection with the arithmetic recitation. Too much explaining is done; non-essential work takes up time; the movement of the recitation is sluggish; there is no completed task with an essential piece of knowledge well mastered. Too many of our pupils are but half prepared to go on because we have not been rigid enough in holding them up to standards that are within their reach.

The teacher of mathematics must be alert in order to communicate mathematical life to her pupils. She must have clearly in mind what

she is to accomplish in the way of results. She must know how to secure these results on the part of her pupils with the least expenditure of energy. Pupils should acquire a mastery over number that makes them feel at ease when dealing with number relations.

RELATED NUMBER WORK.

I. Administration.—(1) Attendance. Pupils counted—by ones, by twos, by unequal addends.

Count and see how many boys present in row 1. How many girls? How many pupils? How many boys absent? How many girls? How many pupils? Same for 1, 2, 3, etc., in the school.

How many boys belong in row 1? How many are there? How many must be away?

(2) Distribution of material by rows or by classes or by both. A monitor for each row comes to teacher. How many sheets of paper, pairs of scissors, pencils, books, etc., do you need? Teacher hands him some.

How many have you? Is that as many as you need? Do you need as many as that? How many more do you need? Return me all you do not need. Or, child goes to supply and counts out for himself, under teacher's eye, what he needs; encourage to count not only by ones, but by two or threes, or to count by unequal addends

Where practicable, appoint monitor to take teacher's place in supervising distribution of material.

(3) Reading. Finding page by number. Finding line on the page or word in the line by number. Find line or give word on which drill is being given; find it again; again; how many times to be found? Group words phonetically; by rhymes, etc.; how many in each group? Number as involved in stories told or the subject matter of the reading lessons.

II. Science.—(1) Weather record. Days and dates. Find date by addition from day to day, Friday to Monday; character of weather denoted by disks of colored paper; number of clear, cloudy, rainy, etc., days in the week? in the month? Comparisons; averages. Prevailing winds. How many days had we a west wind? Northwest? Northeast? South? Of which had we the most?

(2) Thermometer; children taught to read. Draw to scale; on board, 1 in. equal 2 degrees; on paper, 1 in. equal 10 degrees. Draw five side by side on one sheet; mark daily readings; at end of week connect points of daily marking, so getting graphic representation of variation. As children are able, change scale to $\frac{1}{2}$ in. equal 2 degrees, $\frac{1}{4}$ in. equal 2 degrees

Comparisons:—How many degrees higher, lower, today than yesterday? etc.

(3) Time. Hours, half hours, quarter hours; $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ of 60 min. Counting by fives first on clock face, then independently, to 30; to 60; products of 5 min. to 12 times 5. Multiples of 5 min. plus 1, 2, 3, 4 minutes.

Making clock face. See Construction.

(4) Measurement. Children measure each other. Growth of twigs—comparisons. Soils—definite amounts measured out by the children; loam, sand, etc., separated, measured and compared. Weights—absorption of water by seeds; elements of soil compared.

III. Construction.—(1) Learning the foot rule, graduated at first to inches, then to half inches, and so on, to ordinary ruler. Compare with 1 in., 2 in., 6 in., sticks. Compare these with each other. Stick-laying, using sticks of above lengths.

(2) Ruling lines, squares, oblongs to dictation and scale. Sheets for weather record. Wind charts—thermometers, etc. Record sheets—score cards—for games. In all construction, children make any computation necessary to get total lengths and breadths and effect of any allowance, e. g., laps in making boxes; for cover of a box compared with the box itself.

(3) Related objects. Trays of paste. Boxes for various shapes and sizes of seeds, soil, pencils, crayon, and other collections and material; for measure, cubic inch, two, four, eight cubic inches. Circle markers:—1 in. by 6 in., divided into inches; $\frac{1}{2}$ in. by 6 in., divided into $\frac{1}{2}$ inches. Circles of colored paper for weather record. Clock dials on board. Draw with strings, making outer circle 12 in. in diameter, inner 10 in., the inner 5 in. Envelopes, book covers, etc., Mounting sheets.

(4) The School Garden. Children assist in planning beds, in all calculations involved here, in the developments of germination and growth, and in the results.

(5) Objects suggested by Literature or Reading. Story of Three Bears: tables, chairs, beds; Hiawatha: wigwam, canoe, bow and arrows; Eskimo: igloos, sleds, etc.

IV. Games.—One large advantage of games is the opportunity to carry over the number notion and processes into the children's own field of activity beyond the walls of the school-room and the immediate urgency of the teacher. Any game to which a score may be put can be thus used. Children should make this practicable. Results should come under review of the teacher. Hints as to rapid and easy combination in making up scores should be freely given.

As the children, as classes or individually, give evidence that they have made abstractions of number facts, they should be led to formulate them, and these formulations should be frequently called for. These need not, will not, and even should not come in any fixed order, but the teacher should make note of them as they come.

During the second year—at any rate, during the latter half of it—the pupils should be definitely expected to know.

- a. The primary and many secondary facts of addition and multiplication and the correlative facts of subtraction and division.
- b. How to count to 100 by 1's, 2's, 10's, 5's, 11's and perhaps by 3's and 4's.
- c. How to read numbers by Arabic figures to 100, and by Roman figures such numbers of lessons or pages as occur in books they are using.
- d. Much about fractions and their use.

Definite tests should be given to ascertain what they know and exercises should be planned to supply deficiencies. However, the limits given above are too broad for any class and for any pupil by whom they cannot be reached on the basis laid down.

In Grades III to VIII, the Young and Jackson Arithmetics will be used as text-books.

Note.—In using the above series, teachers should keep carefully in mind:

- a. That these books are not only a presentation of the subject-matter of Arithmetic, but more especially a method of presentation; that to handle the work properly the teacher must know this method; and that a careful and continual study of preface and foot notes is essential to a sufficient teaching knowledge of the grade work.

- b. That the method of the book is progressive; hence the teacher must be thoroughly acquainted with the work that precedes and follows that which she is to do.
- c. That before a given lesson is assigned, the children should have been prepared for it by previous instruction.
- d. That the decimal arrangement of the book is intended to facilitate carrying out these suggestions and maintaining the unity of the general subject of Arithmetic.
- e. That it is not intended, in presenting a subject in a given lesson, to exhaust the subject, but only the given phase as a development of the previous lesson.

In all teaching, observe faithfully the following suggestions:

1. Help pupils to a careful reading and interpretation of the problem before an attempt is made to solve the same. In other words, aim to have pupils do clear imaging and see relations.
2. Seek for readiness in reaching approximate results.
3. Require accuracy and rapidity in the performing of operations. This will be gained by thoughtful repetition.
4. Require logical reasoning and clear, direct statement of steps in the solution of problems; avoid undue verbiage.
5. Give pupils occasion to apply the arithmetic learned in the school-room to problems of every day life; look for that sort of problems.
6. Acquaint them with some actual business methods, as gained from men in actual business—men of the various trades and special business, contractors and manufacturers.
7. Pupils should possess a body of useful number facts, well learned.
8. Pupils should possess an attitude of mental independence toward number and the handling of number, and independent skill in good "short methods."

References:—McLellan and Dewey's *Psychology of Number*; Cook's *Methods in Written Arithmetic*.

Young and Jackson's *Arithmetics* will be used as texts. In following these books the work will be somewhat rearranged and parts eliminated with a view of getting done lines of work most suited to the child's need. The following portions of these books are designated in a somewhat arbitrary way as follows:

BOOK ONE.

3B—pages 1 to 61
 3A—pages 62 to 119
 4B—pages 120 to 160
 4A—pages 161 to 230

BOOK TWO.

5B—pages 1 to 59
 5A—pages 60 to 120
 6B—pages 120 to 180
 6A—pages 181 to 244

BOOK THREE.

7B—pages 1 to 59
 7A—pages 60 to 117
 8B—pages 118 to 177
 8A—pages 178 to 245

INVENTIONAL GEOMETRY.

In Grades VII and VIII, Inventional Geometry will take the place of Arithmetic one day a week, following the outline of topics given below.

1. Cubes:—

Note.—A solid—like sides, called squares; straight edges—same length—corners alike—made by lines meeting across; therefore right or square angles.

Construction of cube. Position of its surfaces, if placed out flat.

Problems (inductive).—Number of sides, edges, corners, etc. Relative number, perimeter of surface, area of surface, volume of cube.

Terms developed from surfaces. Lines, the intersection of surfaces; the boundary of surfaces; shortest distance between two points; path of moving point; kinds of lines, as to position of surfaces—vertical, horizontal, oblique.

Terms developed from cube.—Horizontal surface, parallel surfaces, vertical surfaces, perpendicular surfaces.

Construction.—Straight. How to divide a straight line into a number of equal parts; erect a perpendicular to a given line at any point; drop a perpendicular to a given line from any point without; draw a line parallel to a given straight line; construct a square (two ways).

Application: Measure of Volumes.

2. Parallelopiped.

Comparison with cube.—In number of surfaces; length of edges; kinds of surfaces represented.

Rectangle.—Area of surfaces—perimeter; volume of parallelopiped; comparison of surfaces considered thus far (4-sided); classification of all 4-sided surfaces or quadrilaterals.

Parallelograms.—Right angled—rectangles and squares; not right angled—rhomboid and rhombus.

Trapezoid and trapezium.

Angles represented here not right angles; how named. Acute and obtuse angles; supplementary and complementary angles.

Construction.—Right angle; to bisect an angle; to construct angles of 45 degrees, $22\frac{1}{2}$ degrees; rhombus, rhomboid, etc., one side given to construct angles of 60 degrees—no proof; to construct angles of 30 degrees, 150 degrees, etc.

Application:—Diagram of house or granary placed on board, drawn to scale. Find perimeter of each room. Find wall surface of each room; floor surface of each room. Find cost of carpeting each room; of papering each room; of plastering each room; of excavating for cellar; of building foundation. If the building be a granary, find capacity in bushels of room A, etc. If room be a cistern, find its capacity in gallons, in barrels.

3. Prism.

Meaning of term.

Parts; bases, lateral faces.

Name according to shape of bases. If three sided bases, triangular.

Kinds of triangles as to length of sides—equilateral, isosceles, scalene.

Review of triangles illustrating each; parts of an angle; explain protractor; estimate and prove the size of different angles in the triangular base of prisms.

Construction of prisms of different bases.

Computing the area of the surface of the prism—area of triangle found by experiment.

Construction of triangles with protractor and ruler.

Construction of triangles, given two sides, angle of 45 degrees.

Construction of triangles, given one side and two adjacent angles.

Construction of perpendiculars from middle points of triangles.

Dropping perpendiculars from vertices of triangles; lines meet at a common point. Illustrate that angles of a triangle equal two right angles

Problems.—Given one angle of an isosceles triangle, to find others, etc.

4. Solids having curved surfaces—Cylinder.

Surfaces: Two parallel plane surfaces, one curved surface.

Construction of a cylinder—compare with prisms, bases, sides.

Base of a cylinder, a circle.

Definition of a circle. Parts—center, circumference, radius, diameter, arc, chord.

Comparison of diameter and circumference (inductively).

Comparison of a circle and square; relative areas of the two.

Area of curved surface of a cylinder. Volume of cylinder.

Applications.—Measurements of cisterns, barrels, casks, bottles, cylindrical tin vessels, drain tiles, etc.

5. Sphere.

Surface, everywhere curved.

Few terms in connection with sphere;—great and small circles, poles.

Compare with earth. Terms:—Hemispheres, circles, tropics, longitude, latitude.

NATURE STUDY.

Nature study is variously defined. It is often misunderstood. It ought here to be stated that it is not merely to cultivate the power of observation, or to appeal to the æsthetic sense, or to furnish material for correlation with other subjects, though this end may and ought incidentally to be attained. Nature study is to develop an attitude of mind. The teacher is so to direct the child mind in its ceaseless reaching out after knowledge of objects in the material surroundings that as a result, the child will live with nature as with a friend. Between the two there is to be a sympathetic contact. To realize this end most completely requires the fullest development of all the powers of the child in so far as they may be influenced by contact with material objects. And on the part of the teacher it requires the same close contact with nature, and the same friendly intercourse with that toward which the child is to be directed.

FIRST GRADE.

FALL TERM.

Flowers.—Identify as many as possible of the common wild flowers, as golden rod, aster, evening primrose, wild sunflower. And in the same way, learn the names of the commoner cultivated flowers, as geranium, salvia, petunia, dahlia, canna, poppy, etc. Similarly learn the common weeds such as smartweed, ragweed, pigweed, milkweed, wild carrot, wild parsnip, lambs' quarters, etc. At the same time, while excursions afield are being made, there may be undertaken a study of—

Seeds.—These should be collected, noting number produced by single plant; how protected, etc. Seeds may then be stored for study on rainy days. Abundant material for story work. Such forms as milkweed, burdock, stick-tight, thistle, etc., are suggested.

Trees.—Oak, maple, linden, elm. Begin with forms most familiar to children. Become familiar with its general shape, whether tall or low, broad or pointed, etc. In study of oaks, after studying one form, as red oak, proceed to another, as burr oak, and make careful comparisons, noting differences. Return then to the former to note any previously undiscovered points of similarity or differences. Cultivate in this work the habit of comparing the trees with one another. Attention may be centered about the shape of the tree, color and appearance of bark, shape of leaf and fruit. Collect fruits of each; collect leaves to study coloring. Make leaf chart. Make a survey of landscape conditions at the beginning of each month.

The Squirrel.—Shape, size, color, etc. How it climbs a tree. How it runs on the ground. What and how it eats. Where it builds its nest. The preparation it makes for winter. General preparation man makes for winter. Harvesting of corn; vegetables stored in cellar; hay and food for cattle in barn; ploughing for seeds to be sown next spring. Why such preparations are made. Visit a barn and make observations.

Study the pumpkin as one of the farm products. Make a study of this object with a special reference to its symbolism of the season of Thanksgiving.

Reason for giving thanks.

Rain.—Associate with clouds. Value of rain. Why necessary? Exists also as snow and ice.

After leaves have fallen, make excursion to compare pine tree with three trees previously studied. Reason for use of term "Evergreen." Use of Evergreen as Christmas tree. In connection with the approaching Christmas season, study from picture and story the reindeer as entering largely with the Santa Claus stories.

WINTER TERM.

These lessons are not very largely concerned with physiology. The experience of children in the Primary Grades is not such as to enable an understanding of physiological processes. And yet they are daily forming habits of living which no amount of instruction later in life can thoroughly change if wrong. Certainly their effect cannot be changed. These lessons are designed to begin with the daily experiences of the child and upon them and through them to influence his conduct and hence his habit. Any instruction is worthless unless it passes over into conduct. Physiology is not a part of the primary child's experience. He has not yet reached the age of reason. His conduct is largely imitative, and his habits the result of early influences. Upon this basis these lessons are to be developed.

The Child's Welfare and Happiness.

How animals keep warm—Furbearing (cat, dog, sheep, etc). Feathered (chicken, canary, etc.). Shelters (burrows, nests, holes in trees).

Use we make of animal coverings to keep us warm.—Skins as clothing (shoes, hats, mittens, muffs, coats, cloaks).

Use of feathers (boas, feather beds, down quilts).

Clothing made of hair (woollen cloth).

Other ways in which we keep warm—houses, furnaces, stoves (what we burn in them), bedding, underclothing (need of keeping them clean).

Ways in which we can get warm if we are cold—running, clapping hands and swinging arms; taking hot food or drink, blow hot breath on fingers, rubbing, hot bath.

What to do if we get too cold (frost bitten)—cold water on cold hands or feet—snow on "frost bites"—rubbing of chilled parts. Danger of severe freezing of toes or fingers.

Ways in which we can keep cool when warm weather comes—change clothing, fan ourselves, keep in shade in cool place, avoid violent exercise, keep house cool (keep out sunshine). Raise windows, etc.

In leading the child to think on these things in so far as possible let his own experience and observation furnish the material.

Some other necessities to our happiness—food, friends, (parents, brothers, sisters, playmates)—toys, games, pets.

Food—Best kinds of food (bread, milk, cereals, occasional egg, vegetables, fruits).

Food to be avoided (coffee, tea, meat, cake, etc.).

Best way to eat (chew well, warm cold liquids in the mouth, not eat too much).

Best time to eat (regularly at meal times and not often between meals; not when very tired nor after severe exercise).

Preparation for eating (clean hands and face).

What to do at table (use of knife, fork, spoon; manner of asking for food; leaving the table).

What to do after eating (wash hands and face and rest fifteen minutes).

How to eat the food (chew well; keep mouth closed; use of teeth; care of teeth).

What the food does for us (keeps us warm; give us strength).

Friends.—Who are our friends? (parents, relatives, playmates). Why do we need them? (parents, care, someone to play with, etc.). How should we treat them? (kindness, unselfishness, love).

Toys.—Care of toys. (Have children name them and discuss their care.) What to do with them after playing (put away carefully—habits of orderliness and neatness).

Games.—Favorite games—Why? When to play (not immediately before or after meals). How to treat playmates. Dangers in playing (too near water, ice, etc., or too violently).

Pets.—What are your pets? How do you care for them? How are they useful? How do they give pleasure?

Note.—At the discretion of the teacher there should be introduced suitable gymnastic exercises and instruction in proper sitting, standing, breathing, etc., and correction of bad habits of various kinds to the end of helping the children to form good habits.

(Nature Study).

Germination of Seeds.—Plant seeds of lima bean or corn in moist sand or sawdust. Watch process of germination. Lead pupil to see that the seed is a little plant, protected by a plant or jacket. Find out what conditions seeds require to germinate most rapidly. Plant seeds of flowers and vegetables which require transplanting before being placed in the garden

SPRING TERM.

Continue monthly resume of landscape and out of door conditions. Study buds of maple, elm, linden, oak, etc., to the end of discovering what is in the bud. This can be done by placing twig in water and allowing the buds to develop. The bud is a little branch with leaves, and in some cases, flowers, present in a rudimentary condition. Protection of these tender parts.

Spring Flowers.—Identify as many as possible; as dandelion, spring beauty, trillium, jack-in-the-pulpit, oxalis, violet, buttercup, etc. Follow the development of the cherry from the blossom to the fruit. Not, however, with the aim of learning the names of the floral parts but simply to discover that the beginning of the fruit is a flower. Begin work on the garden. Let it be the nucleus for the nature work of the remaining weeks.

SECOND GRADE.

FALL TERM.

Wild Flowers.—Review the flowers learned in the previous grade and study such others as are commonly met with giving especial attention to the clovers.

Cultivated Flowers.—Review the flowers learned in the previous grade and identify all the cultivated flowers on the campus. Fruits. Maple,

box elder, catalpa, linden, rose hip, thorn apple, wild cucumber, poppy. Attention should be directed to the fact that the beginning of the fruit was a flower. In an elementary way discuss the functions of the fruit. With the thorn apple compare the cultivated apple and the crab-apple.

Continue as in previous grade the monthly survey of landscape condition.

Common Vegetables.—Turnip, carrot, radish, parsnip, rutabaga, onion, potato, cabbage, egg plant, pepper.

Horse.—Usefulness. Things the horse does for man. What could man not do had he not the horse? Care. The legend of how the horse was tamed. Read selections from "Black Beauty."

How a horse is protected in winter.

Common Grains.—Identification of wheat, rye, oats, barley, millet as plants. Identification of grain of each; preparation of each for use of man. Use of each.

The thermometer. Effect of heat on size of solids and liquids. Freezing, zero and boiling point on the thermometer. Measurement of heat. Make hourly observation on temperature. Construct graph from observation. Obtain data from nightly temperatures and construct graph in the same way.

Study of a bird.—Bluejay suggested. Shape, parts (head, bill, breast, wing, tail, legs, beak), color of each part, food, habits, song.

WINTER TERM.

The Child's Home.

Homes of animals—burrows, hollow-trees, nests, etc.

Homes of pets—kennels, barns, bird houses, cages, etc.

Homes in which we live—of what constructed. Rooms and purposes of each. Location of house. Homes of other people. (Esquimo, Indians, warm and cold countries.)

Care of the home—Cleanliness (clean shoes; shake dirty clothing before entering).

Sunshine (comparison with plants growing in dark).

Fresh air day and night. How?

What to do in case the house catches fire.

THE CHILD'S BODY.

How some animals care for their bodies—cat, dog, bird.

How best to care for our bodies—cleanliness (when and how to bathe).

Sunshine (in houses as well as being out of doors).

Fresh air (how obtained at night, deep breathing; exercise in proper breathing).

Sleep and rest (number of hours of sleep; conditions for refreshing sleep—fresh air, not too much bedding).

Good food—Review foods outlined for first grade (those best to eat; those to avoid; care in eating properly; care of teeth).

Cheerfulness—Good temper makes food do us more good, bad temper makes us unhealthy.

How to care for the body in case of accident—clothing afire, burns, cuts, bruises, bee stings, mosquito bites.

NATURE STUDY.

If possible keep a tame rabbit in a cage in the room. Encourage the children to determine for themselves the needs for the rabbit, as

food, drink, etc. Note how he eats and drinks. How he gets about. Look for tracks of wild rabbits. Harm they do to trees and gardens.

How to attract winter birds, with especial reference to chickadee and wood peckers. Have the children make their own observations on size, color, habits and call of birds.

Plant seeds of such garden vegetables as are to be used in the work of the primary garden, as tomatoes, peppers, ground cherries. Plant seeds of flowers which are to be transplanted into the garden, as pansy, chrysanthemum, asters.

Twigs. Note arrangement and difference in size of the buds. Where are the large ones? Place twigs in water and allow buds to develop; study making appropriate sketches.

What was in the buds? What were the scales for? Study buds on other shrubs and trees. Learn to identify them by their twigs. Watch for returning birds. Begin bird calendar. Collect as many facts as possible concerning each bird observed.

SPRING TERM.

Continue observations on birds with particular reference to the robin, blue bird, grackle, red-winged black bird, meadow lark, gold finch, red-headed wood pecker, flicker, scarlet tanager, song sparrow.

Identification of common spring flowers. Blue violet, spring beauty, blood root, jack in pulpit, dutchman's breeches, dog-tooth violet, anemone, butter cup, wild geranium, trillium, oxalis (pink) oxalis (yellow). Develop appreciation of wild flowers and care in picking.

Observations on blooming of willow (pussy, elm and soft maple). Observe color, number and arrangement of blossoms; follow their development into ripened fruit. Note adaptations of fruit for dispersal. Plant some seeds of each. Note manner of breaking through soil. What advantage in such a method?

Direct attention to the fact that a yellow powder is produced, called pollen. Do all the flowers produce pollen? Show that the pollen is necessary for the development of the blossom into a fruit.

Garden making. Transplant seedlings reared indoors into suitable receptacles. Prepare soil of garden plots for planting. Prepare plans for the plot. Plant seeds at such time and under such condition as advised by instructor. It is advised that with this grade such seeds be planted as mature quickly, such as, radish, lettuce, particularly onion sets; transplant pansy and tomatoes. Of flowers; nasturtium, morning glory and poppy. Plant gourds and pumpkin for fall study.

THIRD GRADE.

FALL TERM.

Inspect gardens. Gather such vegetables as are mature and pick flowers for school-room decoration or for distribution to sick school mates or friends. Gather and store poppy and nasturtium seeds. Pick and prepare gourds for drying. When ripe pick and store pumpkins.

Butterflies and moths. Collect larvae of monarch and cabbage butterfly, and bring to pupation in breeding cages. Follow life history of monarch, noting if possible: Moulting of larva, entrance into pupa stage, and emergence of the adult. Keep records of the changes. Store chrysalis of cabbage butterfly, placing it in a box in a cool cellar. Look on tomato vines for "tomato worms," feed in breeding cages containing a layer of earth in bottom. Compare further changes with those of monarch. If possible keep pupa until adult emerges. (Soil must be kept moist.) Along

with field work on these forms make observations and identify such other butterflies and moths as are most easily obtained. The larvae of other forms may be bred and pupa obtained as above suggested. Note economic importance of larvae of forms studied.

Identification of oaks. By comparison study of bark, leaves and fruit learn to distinguish each species. Gather acorns from each for planting.

Note flocking of birds for migration, such as crows, grackle. Look for migrating flocks of ducks and geese. Why do birds migrate? Give many reasons.

Corn. Study plant, noting size of stalk, shape and position of leaves, roots, the tassel, ear. The tassel is a blossom which produces pollen. The ear of corn is the fruit. Uses of corn stalk as food for cattle, and of corn as food for man and domestic animals. Comparison of corn with grains studied in second grade. Different kinds of corn; field corn, sweet corn, and pop corn.

The Cow. Man's dependence on the cow. Uses made of milk in manufacture of butter and cheese, necessity in cooking, bread and milk, etc. Various uses of hide, hair, horns, hoofs, meat, suet, bones. Make butter, soft cheese and ice cream. Care of physical needs of cow—shelter, food, drink, salt, kind of treatment. Insect pests of cow. How protected against them.

WINTER TERM.

THE BODY USEFUL.

Various bodily activities—occupations and plays—parts of the body used in various occupations, games, etc. Names of parts (head, trunk, limbs, etc.).

How our activities are guided—Sight (eye, care of); Hearing (ears, care of); Touch (where most sensitive).

The importance of these senses may be emphasized by assuming the loss of any one. They help us to avoid certain things (What?) and to enjoy others (What?)

Other ways in which the body tells us about conditions outside—Smell (the nose); taste (the tongue); sanitation of nose and mouth, habits of putting fingers in nose or mouth; use of handkerchief; need of cleanliness to avoid disease and possibly death. These habits, too, help us to avoid bad food and to enjoy pleasant food and odors.

How to make the body strong and most useful—good food, good habits, good temper, self-control over appetite, temper, parts of the body. Good mind to think with and tell us what is best for the body to do.

Some things which weaken the body and make it less useful—Tobacco (statement of facts only, with little or no attempt to explain).

Coffee (Why?). Tea.

Alcohol (report on action of railroads and business men who will not employ men who drink or smoke. They are not useful. Abundant material is available).

Overeating.

Disease.

Accidents which may happen to the body; how to care for it then.

Drowning (demonstrate and have children do the same).

Fainting.

Poison ivy—Bites of dogs.

Review previous emergencies.

Stories of men who have used the body wisely and have lived long and useful lives.

NATURE STUDY.

WATER.—Its uses to man. To plants and animals. Value of pure water. How to purify by boiling.

Where water comes from—earth and sky.

Evaporation of water. Experiments to demonstrate condition affecting evaporation. Condensation of water vapor on cold surfaces. Rain, snow, hail, etc.

Freezing of water—temperature, expansion during. Ice lighter than water. Why this is a good thing.

Demonstration of three states of matter: solid, liquid and gas.

Spring birds. Review birds studied in previous grades and continue observation. Following suggested: Ivory woodpecker, hairy woodpecker, nuthatch, brown creeper, blue-bird, junco, etc.

Plant seeds in hot-bed or boxes, such flowers and vegetables as plans for garden demand.

THIRD GRADE.

SPRING TERM.

Continue observation on returning birds. In connection with each bird encourage children to observe the flight, walking or running, food, and nesting habits. If possible keep under observation a nest of birds, noting number of eggs, time of incubation, condition of young when hatched, how and what young are fed, length of time before young leave nest. Meadowlark, flicker, red-headed woodpecker, cow-bird, sand-piper.

Dandelion. Elementary study of the flower (floret, receptacle, scape). Observe history of the flower from bud to fruit with appropriate notes and drawings.

Identify more common unfamiliar wild flowers as, columbine, mandrake, anemone, buttercup, phlox, shooting-star.

Life history of frog and toad. Collect spawn and study various stages in larval life, and from captured tadpoles of previous season, observe changes during metamorphosis. Economic importance of toads and frogs. Enemies. This work may be accompanied by suitable sketches and descriptions.

Keep calendar of leaf appearance on common trees, when leaf first appeared and when full grown.

Identify the more common butterflies as: mourning cloak, red admiral, sulphurs, cecropia moth, luna moth, sphinx moth. Habits of obtaining food. Correlate with work done during fall term.

Preparation, planting and care of garden, with especial reference to fertilizing soil, and insect enemies of the garden as: cut worm, squash bug. Plant flax, wheat, potatoes and peanuts. Plant such flowers as seem most advisable, chrysanthemums, asters, etc.

Transplant tomatoes and flower and see that plants are cared for.

Let the garden be the center of interest for nature work

FOURTH GRADE.

FALL TERM.

Report of summer outings: nature discoveries and experience.

Care of the garden: gather and store carrots and potatoes.

The locust and its relatives (orthoptera); adaptations to modes of life; comparative study of locust, grasshopper, cricket, katydid and walking stick. Other instances of protective resemblance.

References: Needham's Zoölogy; Riley's Destructive Locusts; Comstock's Manual for the Study of Insects; Jordan and Kellogg's Animal Studies; (N.) The Locust and its Relatives.

The corn plant and its relatives (grasses and grains). Biological and economic study.

References: McMurry's Special Method in Nature Study; Sargent's Corn Plants; Bailey's Lessons with Plants.

Planting of fall bulbs.

References: (N.) Planting and Care of Fall Bulbs.

Animals of the pond. Turtle, mussel, snail, crayfish, muskrat.

References: (N.) Pond Studies. Furneaux's Life in Pond and Stream.

Animals of the Zoo: a study of wild animals in captivity. Wolf, fox, 'coon, red squirrel, flying squirrel, 'possum, rabbit, bear, etc. Pet animals. Habits, food, distribution, relatives, domestication, disposition. Game preserves; trade in wild animals for menageries. Domestic animals; origin, ecology, breeds, characteristics, care of the young; commercial products and related industries.

References: Schmeil's Introduction to Zoölogy; (N.) "The School Zoo;" Hornaday's American Natural History; Shaler's Domesticated Animals; Brehm's Life of Animals; Stone and Cram's American Animals; (N.) Pet Animals: Romanes' Animal Intelligence; Bostock's Training of Wild Animals; readings from Burroughs, Thompson-Seton, Long; Illinois Arbor Day Bulletin for 1908.

The turkey, wild and domesticated, in connection with Thanksgiving. (N.) Thanksgiving Nature Studies; Shaler's Domesticated Animals.

Kinds of teeth; structure and care of teeth. Anticipated in the study of mammals. Comparative study of mastication. (N.) The teeth.

WINTER TERM.

Planets, stars and constellations: the north star, the dipper, Orion, Pleiades, Cassiopeia (Star of Bethlehem), Phases of the Moon. Use of stars by navigators.

References: Ball's Starland; Cerviss' Astronomy with an Opera Glass.

A study of levers. Developed inductively. Begin with the crowbar as a tool, its different uses. Go slowly; use very many illustrations, suggested so far as possible by the class. Talk about three ways in which it may be handled—but not about "three classes of levers." Discover that a teeter-totter is a crowbar; ditto a wheelbarrow, etc. Use the term "lever" only toward the end of your study. The fore arm is a lever.

Reference: Murche's Science Readers, Book VI.

Bones: the framework of the body. Bones as levers; attachment of muscles; support; protection; structure; kinds; the skeleton; accidents; hygiene.

Forms of exercise; the muscular system. Identification of familiar muscles; hygiene of exercise. Effect of modern city life. Athletic games; physical education among Greeks, Germans and other peoples. The gymnasium; uses of different apparatus; bodily measurements and tests; developing special organs. The tobacco heart.

Reference: Blaisdell's Our Bodies and How We Live.

Study of the candle, the oil lamp and the stove. Capillarity; draughts; currents of air; products of combustion. Conservation of matter

Structure, function and care of the skin. Bathing. Effect of alcohol on the nervous system.

Sanitary problems of the cellar; drainage; sewerage; the cold room; deodorizers.

The window garden; "flats."

References: (N.) The Window Garden and the Hotbed. Numbers of Garden Magazine and Country Life in America.

Forms of water; evaporation; freezing; solutions; filtering; etc.

History of a raindrop. Drinking water; ice water. The refrigerator. Hard and soft water.

References: Scott's Nature Study and the Child; Tyndall's Forms of Water.

Cleanliness in the kitchen; sink; vent; disposal of water, smoke and gases. Insects, moulds, etc.

SPRING.

The elm tree; flower buds and twig buds, significance of size, position, time of development; the age of twigs; bud arrangement and its effect upon the character of the branch and tree. Kinds of elms; historic elms. Calendar of elm tree.

References: Keeler's Native Trees; Newell's Reader in Botany; Bailey's Botany; (N.) "Spring Study of the Elm Twig."

The woodpeckers. Biographical studies of our five common woodpeckers; the common characters of the group; economic value.

References: (N.) "The Woodpeckers;" Eckstrom's Woodpeckers; Bulletin No. 7, Div. of Ornithology, "Food of Woodpeckers."

Wild flower garden; list of wild flowers known; calendar; underground parts.

References: Coulter's Plant Studies; (N.) Northern Illinois Flower Calendar.

Attraction of birds to the home grounds.

Poisonous Plants.

References: Farmer's Bulletin No. 86,—Thirty Poisonous Plants.

The pond; toad, mosquito, dragonfly. Metamorphosis.

References: (N.) Pond Studies; Hodge's Nature Study and Life.

The house fly.

Reference: Schmeil's Introduction to Zoölogy.

Comparative studies of shade trees.

Reference: Keeler's Our Native Trees.

The Garden. Dahlia; carrot, parsnip, cotton, tree seeds. Varieties of radish and lettuce, to determine most desirable kinds. (The cotton is to be planted in a hotbed or in the schoolroom in April, and transplanted to the garden in May.)

FIFTH GRADE.

FALL.

Care of the garden. Store carrots for Zoo animals. Bring cotton plants indoors.

Leaf coloration and leaf fall. Field and laboratory studies. Calendar.

References: (N.) "Autumn Studies With Plants." (N.) October.

Water in the plant. Experimental studies suggested by preceding topic.

References: (N.) "Experimental Study of Water in the Plant; McMurray's Special Method in Elementary Science; Osterhout's "Experiments with Plants."

Special study of the oaks. Scarlet, red, burr and white oaks.

References: (N.) The Oaks; Keeler's "Our Native Trees."

Planting of nut tree and fruit tree seeds and seedlings; celebration of a fall arbor day. Take up dahlias.

Deciduous vs. evergreen habit in trees.

Reference: (N.) The Light Relation.

Forestry; forest preserves; uses of woods and modes of finishing woods; collection of woods; pioneering; Pilgrim's Thanksgiving.

Reference: Pinchot's Primer of Forestry (Government Bulletin); Bincken's N. A. Forests and Forestry; Hough's Collection of Woods; Yearbook, Dep't of Agriculture, 1896 and 1897.

The floors; carpets; hard wood; dangers of dust.

Goldfish and Perch.

References: Colton's Zoölogy, Part II. (N.) A Study of the Fish. Thermometer; radiation, conduction, convection; expansion, etc. Laboratory studies.

Monthly weather book.

WINTER.

The nutritive process; ways and means of digestion. The parts of the digestive system; foods and foodstuffs; chemistry of digestion; temperance in eating, and drinking; effects of alcohol and tobacco. A ten weeks' connected study of the human body, with ample illustrative material from plant and animal life, and with many simple experiments.

References: (N.) "Physiology in Intermediate Grades," (N.) "Physiology for the Fifth Grade."

Common tools, plane, screw, wheel and axle, pulley, derrick, the compass; the magnetic needle.

Plant cabbage and eggplant in hotbed.

Reference: (N.) Window Garden and Hotbed.

Begin Bird Calendar.

References: (N.) Birds to be Found in Northern Illinois in Winter; (N.) Northern Illinois Bird Calendar.

SPRING.

Plant pinks (*Dianthus*) in hotbed.

List of birds known. Bird calendar.

Reference: (N.) Northern Illinois Bird Calendar.

The sparrow; biographical studies of the sparrows and their relatives. Group characters. Economic value.

References: (N.) "The Sparrows and Their Relatives;" Weed and Dearborn's Birds in their Relation to Man; Chapman's Handbook of Birds; Bulletin 55, New Hampshire Agricultural Experiment Station; The Feeding Habits of the Chipping Sparrow; Bulletin No. 15, Division of Biology Survey, "Relation of Sparrows to Agriculture;" Forbush, "Useful Birds;" (N.) Bird Identification Chart.

The Audubon Society; its aims and its works; organization of a chapter.

References: Write Miss Mary Drummond, Spring Lane, Lake Forest, Ill., for Audubon Society Literature.

Transplanting; care of fruit bushes. Practical work with trees and shrubs.

References: Hodge's Nature Study and Life; Bailey's Principles of Agriculture; Farmer's Bulletin No. 113, "The Apple and How to Grow It."

Cutting and potting of geraniums.

The trillium. Detailed study of the plant; morphology and function of the flower parts.

References: (N.) The Lily Family; Boyer's Elementary Biology; Weed's Ten New England Blossoms.

Identification and life histories of common weeds.

References: Yearbook, Dep't of Agriculture, 1895—Two Hundred Weeds, Yearbook, 1898—Weeds in Cities and Towns, (N.) Some Common Weeds.

The willow; tree, habitat, flowering, pollination, seeds, galls, commercial uses.

References: Bailey's Lessons with Plants; Forest Service Bulletin No. 46, "The Basket Willow."

Insect galls on trees; pine cone, willow gall, coxcomb elm-leaf gall, corrugated cottonwood gall, oak apple.

References: Comstock's Manual for the Study of Insects: (N.) Insect Galls on Trees.

Garden: Potato; tomato; cabbage; peanut; eggplant; sweet potato; pinks; petunia; verbena; poppy; iris. Individual plots for all who desire them.

References: Bailey's Garden Making; Garden Magazine.

SIXTH GRADE.

FALL.

Care of the garden.

The cabbage butterfly and its relatives (White and Sulphurs).

References: (N.) Cabbage Worm; Holland's Butterfly Book; Scudder's Butterflies; (N.) Some Common Butterflies.

Spiders; tarantula; scorpion; centipede.

References: Patterson's The Spinner Family; Report of Agricultural Experiment Station, Ithica, N. Y., 1901; Emerton's Spiders.

Pebbles; rocks; glacial evidences. Collection of specimens.

References: Shaler's First Book of Geology; Charles's How to Read a Pebble; Tarr's Physical Geography; Crosby's Common Minerals.

Origin and composition of soils.

References: King's The Soil; Burkett; Storms and Hill's Agriculture for Beginners; Bailey's Principles of Agriculture.

The earthworm. Habits; economic importance; structure.

References: Darwin's Action of Earthworms; Sedgwick and Wilson's Biology.

Structure of soils; experimental study of soil moisture; capillarity, permeability, drainage, wells. Recall work on "Water in the Plant," done in fall term Fifth Grade.

References: Hodge's Nature Study and Life; Johnson's How Crops Grow; Johnson's How Plants Feed; Bailey's Principles of Agriculture; (N.) Water in the Plant; (N.) Experimental Study of Soil Moisture.

Planting of fall bulbs. Preparation of soil.

(N.) Planting and Care of Fall Bulbs; (N.) Window Gardens.

Birds as weed destroyers. Economic study of the sparrow tribe. Collection of weed seeds.

References: (N.) Birds as Weed Destroyers; (N.) The Sparrows and Their Relatives; Weed and Dearborn's Birds in Their Relation to Man.

Corals; fossils; minerals; collection and study of specimens.

References: LeConte's Geology; Dana's Corals and Coral Islands; Corby's Common Minerals and Rocks.

Crystallization. Laboratory study.

The barometer. Pressure in liquids and gases. Monthly weather book.

References: Hayes, *The Atmosphere*; Waldo's *Elementary Meteorology*; (N.) *The Barometer*.

WINTER.

The cyclone. General storms. Monthly weather book.

References: Harrington's *About the Weather*; (N.) *Cyclones*.

Circulation; a ten-week's study of human physiology. The manifold necessity for a system of circulation; the circulating media, blood and lymph; the channels of circulation—lymph vessels, blood vessels, heart. Demonstration and experiment. Effects of intemperance on the circulatory system. Emergencies.

Reference: (N.) *Physiology for Sixth Grade*.

Coal; its origin; problem of mining; grades of coal.

The fireplace; combustion; convection.

Fuel efficiency; kinds of fuel.

Planting of tomato, peanut and pansy in flats or hotbed. Build hotbed.

Reference: (N.) "*Window Garden and the Hotbed*."

Chemistry of Cleaning; solvents for grease, paint, etc.; removal of dust; manufacture and use of soap.

The Meals.

Reference: McMurry's *Special Method in Elementary Science*.

SPRING.

Birds of prey.

References: (N.) *Birds of Prey*; Yearbook, Dept. of Agric., 1894, Hawks and Owls from the Standpoint of the Farmer.

Maple Sugar.

Reference: U. S. Dept. of Agriculture, Bureau of Forestry, No. 59.

Identification and study of trees in their winter condition; outline form, framework, bark pattern, buds and twigs, etc. Tree and shrub calendar. Collection of twigs, leaves, flowers and fruits of trees. Tree map. Historic trees.

References: (N.) "*Identification of Trees in their Winter Habit*;" Newell's *Outlines of Lessons in Botany*.

The flycatchers. Phoebe, wood pewee, least flycatchers, kingbird.

Reference: (N.) *The Flycatchers*.

The mustard family.

References: (N.) *The Mustard Family*; Bailey's *Lessons with Plants*; Gray's *Manual of Botany*.

Insects injurious to trees and garden; spraying.

Reference: Hodge's *Nature Study and Life*; Lodeman's *The Spraying of Plants*; Saunder's *Insects Injurious to Fruits*; Farmer's Bulletin No. 127, "*Important Insecticides*."

Varieties of fruit trees.

Production of sugar from beets.

References: U. S. Dept. of Agriculture, Farmer's Bulletin No. 52.

Household pests; mouse, rat, fly, mosquito, cockroach, bedbug, clothes moth, spider, English sparrow, moulds, bacteria; nature of damage done; mode of combating.

The mint family.

Reference: (N.) *The Mint Family*.

Garden: Beet, ivy (from cuttings); ornamental vines; musk melon; pansy, geranium, sweet alyssum; fruit bushes; strawberries.

SEVENTH GRADE.

FALL TERM.

Care of garden; take up geranium, gather sweet alyssum seed, etc.

Weekly summaries of nature notes. (N.) Nature Calendar.

Flower of evening primrose and of sweet pea.

References: Bailey's Lessons with Plants; (N.) October; (N.) The Clover Family and Its Relatives.

Study of the legume and the capsule, as types of fruits. Plant clovers.

References: (N.) "October;" (N.) Comparative Study of Fruits.

Review of seed dispersal types.

References: (N.) Studies in Seed Dispersal; Beal's Seed Dispersal. Potting geranium slips.

Study of beetle and bug; Coleoptera and Hemiptera.

References: (N.) Beetles and Bugs; Comstock's Manual for the Study of Insects.

The snake; the bat.

References: Hornaday's American Natural History; Hodge's Nature Study and Life; Rick's Nature History and Object Lessons; Schneil's Introduction to Zoölogy.

Hibernation of Animals.

The lift pump and the force pump; hydraulic press; further studies of pressure in fluids.

The siphon and its uses; sewer traps. Sanitation. DeKalb sewer system. Forecasting the weather. The work of the weather bureau. Monthly weather book.

References: Harrington's About the Weather; Waldo's Elementary Meteorology.

Simple studies in heat. Ways in which heat travels.

WINTER.

Respiration. Mechanics and mechanism of breathing. Chemistry of the air. Blood corpuscles as carriers of oxygen. The body as an engine. Heat regulation. Ventilation and allied topics. Effects of intemperance on respiratory and nervous systems.

Reference: Physiology for Seventh Grade.

Making of artificial ice.

Musical instruments; studies in sound; the telephone; the ear.

Zoogeography.

References: Beddard's Zoogeography; Jordan and Heath's Animal Life; Thomson's Outline of Zoölogy.

Animal bodies as a source of commercial products.

References: Tilden and Clark's Geography of Commerce; Chisholm's Handbook of Commercial Geography; Adam's Commercial Geography.

The greenhouse. Vegetation of the tropics.

The furnace; heating by hot air, steam, hot water; dangers from fire; heating system of a large building. The steam engine.

SPRING.

Weekly summaries of nature notes. (N.) Nature Calendar.

Herbarium. Flower Calendar.

Fertilizers; plant-foods; rotation of crops. Watering the garden with a rake. Experimental studies in laboratory and garden.

References: Johnson's How Crops Feed; Johnson's How Crops Grow; Voorhees's Fertilizers; Robert's Fertility of the Land; Bailey's

Garden Making; Bailey's Principles of Agriculture; Illinois Bulletin, "How to Maintain the Productive Capacity of Illinois Soils."

The fairy shrimp; type of life in the temporary pond.

Reference: (N.) Pond Studies.

The rose family, from botanical and economic standpoints.

Reference: (N.) The Rose Family.

The wood warblers. Calendar of the coming and going of warblers.

References: (N.) The "Wood Warblers," Chapman's Warblers; (N.) Northern Illinois Bird Calendar.

Poultry raising.

References: Watson's Farm Poultry; Shaler's Domesticated Animals; Farmer's Bulletins Nos. 41, 51, 200.

Lawn Decoration.

Study of the Food of Nestling Birds.

References: (N.) Schoolroom Study of a Robin's Nest; Yearbook of Dep't of Agriculture, 1900—The Food of Nestling Birds; Bulletin 55 New Hampshire College Agricultural Experiment Station. The Feeding Habits of the Chipping Sparrow; Herriek's Home Life of Wild Birds.

The clover family. Botanical and economic studies.

References: (N.) The Clovers and Their Relatives; Bailey's Lessons with Plants; Illinois Bulletin.—"Alfalfa."

Bee, ant and wasp; the hive; economic value of wild bees.

References: Hodge's Nature Study and Life; Comstock's How to Keep Bees; Shaler's Domesticated Animals.

Moss and fern; life histories.

Reference: (N.) The Moss and The Fern.

Garden: Experimental studies with fertilizers; radish, beets, corn, peas, cress. Canna, aster, hollyhock; heliotrope, castor-beans; care of grape vines; shrubs.

EIGHTH GRADE.

FALL.

Weekly summaries of nature notes.

Care of the garden.

Continue herbarium, collecting fall flowers.

Classification of insects, with collection. Life histories. Economic entomology.

References: Comstock's Manual; Smith's Economic Entomology; Hyatt's Insects; Shaler's Domesticated Animals.

Agassiz Society.

Write E. F. Bigelow, Stanford, Conn., for literature.

Biographical study of the great naturalists.

A study of our common fishes.

References: (N.) A study of the Fish; Jordan & Evermann's American Food and Game Fishes; Orton's Comparative Zoölogy; Standard Natural History, Vol. III.

The composite family.

References: (N.) The Composite Family; Bailey's Lessons with Plants.

Study of fruits; akene, berry, pome, pepo.

References: (N.) October; Bailey's Lessons with Plants; Gray's Lessons in Botany; (N.) Comparative Study of Fruits.

The dairy industry. Feeding. The silo. Milk testing.

References: Jordan's Feeding of Animals; Government and State Bulletins.

Domesticated animals: cow, horse, pig, sheep, dog. Ancestry: ecology, breeds, feeding, marketing, children's pets.

References: Leaflets published by C. M. Parker, Taylorville, Ill. Schmeil's Introduction to Zoölogy; Shaler's Domesticated Animals; (N.) The Dog.

A study of the stockyard, by-products. Utilization of waste.

Works of the Department of Agriculture and of the State Experiment Stations. See government and state reports. Farmer's Institutes.

The Corn Plant; corn judging.

Telescope and microscope; stereopticon and camera. Studies in light; reflection and refraction. Lenses. The rainbow. Study of shadows. Lunar eclipse. The eye.

Forms of lighting: the candle, oil lamp, coal gas, gasoline, acetylene, electricity, meters.

Manufacture of gas from coal.

Conservation of matter and of energy.

WINTER.

Bacteria, in arts and sciences. Surgery. Hospital. Contagious diseases, disinfectants.

Reference: Conn's Germ Life.

Emergencies. Poisons. Antidotes. Medicinal uses of plants. Alcoholic drinks and tobacco. Yeast. Alcoholic distillation.

Public health; sanitation. The sick room. Food adulteration. Methods of cooking; essentials of diet; food stuff, sources of drinking water; means of purification.

Animal parasites.

Reference: Ward's Animal Parasites.

Biographical study of great scientists.

The nervous system and special senses; effects of intemperance.

The magnet; polarity; lines of force, induced magnetism; the earth as a magnet. Applications. The electric battery. The telegraph; wireless telegraphy; door bell; electric light; dynamo and motor; street car. The lightning rod; the X-Ray.

SPRING.

Weekly summaries of nature notes. (N.) Nature Calendar.

Water birds. Migration phenomena. Game Laws.

References: (N.) Waders and Shore Birds; Weed and Dearborn's Birds in Their Relation to Man; Blanchan's Birds that Hunt and Are Hunted.

The pond as an ecological group. (N.) Pond Studies; Furneaux's Life in Pond and Stream.

Biological and economical study of the mosquito.

References: Hodge's Nature Study and Life; Weed's The Insect World; U. S. Dep't of Agriculture, Div. of Entomology, Cir. Nos. 13, 40.

Food storage in seeds. Seed testing.

Reference: Bergen's Foundations of Botany.

Plant physiology; tropisms, plant societies.

References: McDougal's Experimental Plant Physiology; Coulter's Plant Studies; Bergen's Foundations of Botany; Atkinson's Botany; (N.) Experiments with Seedlings.

Pollination; plant breeding; experiments with corn.

References: Hodge's Nature Study and Life; Bailey's Lessons with Plants; Gibson's Blossom Hosts and Insect Guests.

The pine tree and its relatives.

References: (N.) The Christmas Tree; (N.) Light Relation in the Pine Tree.

The grasses.

References: Sargent's Corn Plants; Beal's Grasses of North America; Knobel's Grasses, Sedges and Rushes.

Field crops; corn, oats, rye, wheat, alfalfa.

References: Government and State Bulletins.

Grafting and budding of fruit trees; pruning; care of orchard.

Smuts and rusts; moulds and mushrooms; fungous diseases.

Ameliorating factors in rural life.

Garden: Old-fashioned flower garden; cosmos; forget-me-not; mignonette; foxglove; sweet william; shrubs; landscape gardening; how to plant the home grounds.

References: Keeler's Native Shrubs; Bailey's Garden Making; Ely's Plea for Hardy Plants.

MUSIC.

All life development, or progress, consists in this: Becoming conscious of the deeper life within us. Of that deeper inner life, the true song truly sung, is a true exponent.

The teacher of the "spirit," the child in his spirit, the song in its spirit,—how can school-room music fail of its spiritual end as an educational factor,—as beautiful as it is positive?

"Music education demands first of all the very best of the art as a basis. There can be no compromise on this standard; but it calls for much more. The demand extends to and includes the presentation of that best in such a way that the child will learn to appreciate and to love it with an ever increasing interest and understanding."

When discussing the teaching of music, one often hears it said that the children may be so taught that they will become interested in the study of mere technical exercises, that they will learn to enjoy their sight-reading studies, and it is a well known fact that the efforts of children can be so directed and their work so stimulated that they have a kind of enjoyment in the performance of any task, independently of the real interest or advantage that it holds for them. This habit of distorting the natural interest of the child by accustoming him to be satisfied with, or at least resigned to, things that are in reality distasteful to him lies at the very source of much poor teaching; and this is especially true in regard to the teaching of music in the schools.

Let us repeat:—Art education demands the very best materials for children; but it demands, also, as equally important, that this best be presented in a way that conforms to the natural ability and ever growing powers of the child.

The first phase of music study in the early grades is imitative song-singing coupled with creative or original song-singing, which is coming to be so important a part of the child's music development. The second phase is the development of the knowledge of musical elements—intervals, length of tones, kinds of rhythm, etc.,—all of which can be worked out very definitely with the song as a basis. This second phase includes of course the application of knowledge gained, the reading of unfamiliar songs, and the mastery of new things in music as far as the children have time and power.

It will be helpful if the teacher will keep constantly in mind the thought that the music work of the school-room divides itself into two separate, distinct phases,—song singing as a musical experience and song singing as a result of study, with the added thought that each phase must be properly related to the other; otherwise, the singing hour is sure to degenerate into an exercise of mere song singing without plan, method or educational principle, or, on the other hand, into the extreme or perfunctory sight-reading grind.

As issue of this attitude toward school-room music the teacher derives the following fundamental working principles:

1. Musical experience should be the beginning of musical knowledge.
2. The child's first study should be based upon the songs within his mind.
3. The best songs are the best suggestive basis for the child's training.
4. Grading songs depends upon the developing child in his musically-responsive nature.

Upon these four principles we rest the following outline method-course, covering the music work from the primary to the eighth grade inclusive.

PRIMARY GRADES (first, second and lower third).

Teacher introduces herself to a roomful of primary children by singing the sweetest songs she knows in keeping with home spirit and the season of the year. Teacher sings the songs in her peculiarly best way, and again and again till she feels the children are won to her thought. "Sing with me children." "O I know another sweet song." (Treat it similarly with the children.) After the children begin to sing, the teacher's care extends to the individual. Too loud? "Oh, our sweet little song!" Too slow? "Oh, our bright little song!" Surround the songs with all possible interest, so that the children may express *themselves* as quickly as possible. "Mamma would like to hear you sing this." "Now, my children are singing as the birds do." Follow with the teacher as rapidly as possible several more short songs. Out of the demand of your songs get the guiding qualities for the child-voice,—flute-like, high, sweet, expressive. The child cannot fail in right quality if he truly expresses a song within his experience. "Isn't it fine that out of our little song-bottles we can pour so many tunes! Do you suppose if we fill our bottles well and keep the corks loose, the songs will pour out sweeter and sweeter? Why yes! Let us do it. Up little bottles." Children sit with straight bodies, put hands about the bottom of the bottles (the diaphragm), fill bottles (breathe deeply), loosen corks (move head about to free the throat while holding the air); then let them blow out the air in various ways and finally out comes a sweet song of their own choosing. Now the teacher knows her children well enough to begin to draw upon them for song-building—merely working out song-phrase as statements of their little experiences, thus: "I saw a squirrel as I was coming to play the piano for Johnny while he sings this song." Teacher shows Johnny how to sing his song on one pitch and the children how to accompany him. In this way the teacher calls out definite rhythm, the develop-

ment of which goes hand in hand with melody. (I saw-a) (squirrel-as)
 (I was-coming to) (scho-ol). Vary the pitch. If the children fail to

introduce another grouping then by *twos*, teacher suggest as: (My name is)

1 2 3
(Em-i-ly)—the children playing the piano in this grouping by *threes*. Let children play the songs they already know. At this point the rhythm exercises of Marie Hofer with ball-bouncing, paper blowing, etc., develop the rhythmic sense.

"Children, I know a pretty song—a wonderful song—a song out of which all other songs grow. You would like to hear it?" Teacher sings the scale from above downward with a sentence, as,—The rain is falling very fast. Then let the vowel O carry it down. "Now isn't that a fine little song to be in all our song-bottles? Children it is there, and when you can let it come out sweetly, you will be ready to sing many more songs well." Now comes much individual drill, the teacher feeling the responsibility for every child's ability to sing the scale. (Suggestions for help for the monotone, the nasal child, the throaty one, will be furnished gladly by the director of this department upon request.) "Children, all over the world the scale-song is sung with these little syllables:—Do, ti, la, sol, fa, mi, re, do. See how nicely they come out!" (Teacher emphasizes their openness in pronunciation and drills thoroughly before attempting to sing them.) Then sing the down-scale by the up-scale. The chord song (Do, mi, sol, do) follows,—the teacher introducing it with a song sentiment, as, "We love to sing." Ask children to provide songs for that melody. Then drill with syllables do, mi, sol, do, emphasizing the extreme tones (octave drill); using fitting expressions, as "Birds fly" (1-8), "Rain falls" (8-1).

Now the children are ready for the staff-house with its letters, name, the clef, the bars, the grouping-picture, and the maxim. "'Do' may be anywhere." First place the scale-song and the chord-song on the staff, with "Do" in E's house first and the E sign of four sharps hung up in front of the staff house; then because "Do" may be anywhere, get another key, unlock the door, put "Do" in and hang up the new sign. This fixes the thought of "Do's" right to shift into any letter-house, but drill in key comes with the need for such shifts in the third grade and upward. Now, pitch related to the staff, length of tone related to the note, the real meaning of the upper and under figure and the time signatures; lead the children out through the second and lower third grades to the discovery that songs are really pictured in this way. Beginning to read, then, in the second and third grades meets a natural desire upon the part of the child to do for himself. The work for him is outlined and furnished in the Primer of the Modern Music Course, moving from the song to its elements, as he has done from the first. In the primary grades the rote-song is pre-eminent.

Suggested Songs for Primary Grades.

In the Sunny Southland
Skylark
The Two Flowers
The Bold Commander
Rest, Baby, Rest
Trust

Wm. L. Tomlins.

Luther's Cradle Hymn
Jolly Old St. Nicholas

J. R. Murrs.

Birthday of a King
Mr. Frog
Bluebird
Little Yellow Chick
Tiddley Winks

Neidlinger.

Additional Songs for First and Second Year.

Gipsy Dandelion	}	Eleanor Smith Primer.
Squirrel's Tea		
Woodpecker	}	Patty Hill.
Jacky Frost		
Pretty Little Snow Flakes	}	Gaynor.
Tracks in the Snow		
Easter Songs	}	Eleanor Smith, No. 2.
The Little Plant		
Robin Song	}	Poulsson.
Shoe Makers		
Making Bread	}	Gaynor, No. 1.
Morning Songs and Games		
Good-by Songs	}	Poulsson.
Birthday Songs		
		Hill, Jenks & Walker, Gaynor.

Excellent desk books are:

Earth, Sea and Sky, Neidlinger.
 Songs and Games, Clara Besson Hubbard.
 Songs of the Child World, Jessie L. Gaynor.
 Rote Song Book, American Book Company.
 Codas, Nos. 8, 13, 15, 105, Ginn & Co.

INTERMEDIATE GRADES.

1. Breathing exercises.
2. The beauty of harmony added to that of rhythm and melody.
3. Two part work as outlined in Books 1 and 2, Modern Series.

Allow no hard and fast division of alto and soprano, as all voices should be able to take either part in these grades. Depend upon the scale with its possible chords, as by thirds, by fifths, by octaves, etc., the teacher combines alto and soprano. Continue to ask children for sentiments expressed in a song phrase, and have the children write these phrases on the staff as a means of ear, rhythm, and key drill. This fixes the necessity for definite knowledge in musical elements. Drill thoroughly on time forms and on major keys as derived from the law of the key of C. Individual song-singing should be constantly encouraged, and all possible use should be made of songs to interpret and enliven the other branches of school work through correlation. The correlation so largely dependent upon phases of natural life, in the primary grades, now broadens to meet the children's growing experience through history, geography, etc. What such correlation can do in unifying school work cannot be overestimated. Breaking into a history recitation with the martial, patriotic or other fitting songs is by no means a digression. A list of songs chosen with special references to this end in singing is here given:

Unison songs:

F. W. Westhoff, Coda No. 272, Ginn & Co.

Steven C. Foster's Songs.

Two-part Songs, 16 songs selected for their simple harmonies on good themes, Coda 118. Ginn & Co.

Academy Song Book, Ginn & Co.

The First Violet.

Star of the Summer Night.

Addison.

Avon.

Little Tin Soldier.

Rousseau-Herbert Hymn.

GRAMMAR GRADES. (Upper sixth, seventh and eighth.)

1. Breathing exercises.
2. The special problem in these grades is that of the changing voice among boys with its consequent "I can't sing." Nothing short of fine comradeship between teacher and pupil can tide over this period that so often wrecks the possibilities for music's power in the Grammar and High School age. Have boys and girls alike understand the naturalness of this change in the boy's voice. Then bring to bear more than ever before the spirit of the song, with better possibilities in singing just ahead.
3. The introduction of the bass staff adds a third part to the intermediate-grade harmony.
4. Make use of the simpler minor modes.
5. Musical literature, especially biography, should be introduced.
6. Special programs, introducing as many musical features as are consistent with high musical standards.

Beside the technical drills already mentioned a review of Book II and the introduction of Book III of the Modern Series furnishes a basis for elemental drill. Graded music for the children of this age is herewith listed:

Patriotic Songs of America, Coda 214, Ginn & Co.

Easy Three-part Songs, Coda 213.

Songs in Three Parts (16 songs selected from the Common School Music Reader), Coda 136.

Steven C. Foster's Songs.

Sacred Songs Old and New, Coda 217.

Old Ballads, folk songs and sketches from operas and standard works. The eight volumes of Franklin Square Collection make excellent desk books.

Certain songs, because of their peculiar literary or musical appeal, are suitable for all grades, and such songs are especially recommended for their unifying worth. They, of all songs, are the ones that preserve continuity of song sentiment throughout the child's life. A short list of such songs is appended.

1. America.
2. Hymn-Siloam.
3. Luther's "Cradle Hymn."
4. Neidlinger's "Birthday of a King."
5. Kuchen's "Lullaby."
6. Hayden's "Silent Night."
7. Tennyson's "Ring Out Wild Bells."
8. Memorial Day Song, "Sleep, Oh, Sleep."
9. Rousseau's Hymn, "Hush My Babe."

ADDITIONAL SONGS (for 3rd and 4th years).

E. Smith, Part 2.

1. Stars and Daisies.

Gaynor, No. 1.

2. Froggies' Swimming School.

Jenks & Walker.

3. Come Little Leaves.

E. Smith, Book 1.

4. Wind Song.

Gaynor, No. 1.

5. Brownies Dance.

- Gaynor, Songs and Scissors.
 6. Chrysanthemum Show.
 Gaynor, No. 1.
 7. Harvest of Squirrel and Honey Bee.
 Gaynor, No. 2.
 8. Thanksgiving Song.
 9. Christmas Song.
 Plan Book.
 10. By the North Pole.
 11. In Little January.
 Gaynor, No. 1.
 12. Valentine Songs.
 Barnes.
 13. Many Flags in Many Lands.
 Gaynor, No. 1.
 14. Blacksmith Song.
 15. Easter Song.
 16. Robin Song.
 Knowlton.
 17. Rollicking Robin.
 Gaynor, No. 2.
 18. Woodpecker.
 19. Sparrow Song.
 20. Bobolink.
 Knowlton.
 21. May Song.
 Barnes.
 22. May Flags.
 23. America.
 24. Battle Hymn of Republic.
 Gaynor, Hill, Knowlton, Jenks & Walker.
 25. Good Morning Songs.
 26. Good Bye Songs.
 27. Devotional Songs.

DRAWING.

Since "drawing is a universal language" it is essential that every child shall be thoroughly equipped with the means of this mode of expression. By the time he graduates from the high school he should be able to express his ideas as freely, though perhaps not as well, with his pencil, brush, or whatever medium he desires, as with the spoken language. In order that this may be true the child's vocabulary must be added to year by year as he progresses in his other school work.

The following is a suggested development of the four lines of work based upon a general statement given at the beginning of the course in the normal department. Throughout the grades special attention is paid to the choice of color, size, and shape of paper for the sketch to be made, the placing upon the paper, the arrangement of flowers in the room, the bulletin board, and the mounting of sketches and pictures.

1. CONSTRUCTIVE DESIGN.

All constructive design is related to the manual arts.

Grade I.—Draw plans of work already made in the construction period.

Grade II.—Draw plans without measurements. These are to be used in the construction.

Grade III.—Plans made free hand and with rules full size.

Grade IV.—Plans made to the scale $\frac{1}{2}$ "=1" when necessary. Study of curves in connection with designs for baskets and pottery.

Grade V.—Scale $\frac{1}{4}"=1"$. A more careful study of beautiful curves.

Grade VI.—The use of kit, T square, triangles, and compasses. Working drawings with terms front, top, and end views. Any scale used.

Grades VII and VIII.—As the constructions become more complicated the working drawings must also. These may be inked in the eighth grade. Especial attention should be paid to beauty in proportions and lines.

2. DECORATIVE DESIGN.

The decorative design throughout the grades is related to the work in manual training.

Grade I.—Simple stencil borders made by paper cutting.

Grade II.—Stencil borders having definitely planned corners made by paper cutting. Stencil surfaces also made by paper cutting and folding.

Grade III.—Paper folded and cut on the outside, making units. These are traced and water color used.

Grade IV.—Use of squared paper in getting border and surface arrangements.

Grade V.—Arrangement of flower forms within definite shapes.

Grade VI.—Rosettes from flower forms. Study of the structural lines of the object to be decorated.

Grades VII and VIII.—The motif and method suited to the problem.

3. REPRESENTATION.

Grade I.—A. Land and sky. B. Line of growth. C. Much free, spontaneous, illustrative work in connection with out-of-door sports and literature. Aim to have the sketches recognizable. D. General direction and action.

Grade II.—A. Clouds in the sky and distant hills. B. Angle of branching. C. In illustrative work pay especial attention to general proportions. D. Angles of parts. Action of whole.

Grade III.—A. Paths. B, C, and D. Relative sizes of parts with their positions.

Grade IV.—A. Bodies of water. B, C, D. Characteristic views to be chosen. Distinctive shapes and proportions.

Grade V.—A. Trees in foreground. B. Study of trees. C. Elements of a picture—object, foreground, background. Spherical and hemispherical objects. Grouping. D. Relation of parts to whole. Action in parts.

Grade VI.—A. Sunset. Translation of black and white reproductions into color. B. Study of details, as single leaves in various positions, nodes of plants, etc. C. Effect of foreshortening in hemispherical, cylindrical and conical objects. Grouping. D. Study of details, as heads, hands, feet.

Grade VII.—Details may be added, such as birds flying through the air. B. Plant composition. C. Effect of foreshortening upon rectangular objects. D. Foreshortening of parts when body is in different positions.

Grade VIII.—A. Houses. B. Plant composition with decorative coloring. C. The use of invisible edges. Axes and diagonals. Out-of-door sketching. D. Face in different positions.

PHYSICAL TRAINING.

FOR THE PUPILS IN THE TRAINING SCHOOL.

AIM—

1. To develop and maintain good health and counteract many of the ills of school-room environment.

2. To stimulate a desire to acquire greater strength, properly distributed, and to correct any personal defects which may have arisen from neglect or misuse of physical powers.

3. To develop self-control, self-reliance, attention, concentration of thought and dexterity, laying basis for successful manual as well as mental and moral training.

4. To develop rhythm and co-ordination that will produce a natural and unconscious grace of movement.

5. To develop a symmetrical body under the perfect control of the will.

6. To make the subject of physical training in the school-room attractive to the pupil, furnishing him with recreation and rest through change of activity and the sense of exhilaration afforded by the exercise.

Method:—

A lesson daily, graded according to the physical and mental powers of the pupil.

These lessons consist of exercises from the Swedish system of gymnastics, games, motion songs, marching, military tactics, fancy steps, Indian clubs, wands, bean-bags, dumb bells, hoops and such combination of movements as are adapted to the age and surroundings of the child.

COURSE OF MANUAL ARTS.

This course proposes to take a few important industries that lend themselves readily to elementary work, and to make a somewhat intensive, sustained study of them, adapting their steps of progress to the progress of the children's work.

The plans for the first and second grades are the outgrowth of a conviction that while a large amount of paper cutting and folding, stick laying and work at the sand table are valuable from the standpoint of enriching the child's experience and of adding interest, they cannot be justified from the standpoint of construction.

Activities more definitely purposeful and preparatory to those which are to follow are suggested for the time given to construction.

Hence the course simply removes this work from the construction period and uses it as seat work and in connection with the other subjects.

FIRST GRADE.

I. Building.

a. Materials—Blocks:

Cubes 1", 2".

Oblongs or prisms 1"x1"x2",
1"x1"x3", 1"x2"x2", 1"x2"x3".

Triangular prisms from

1" and 2" cubes, and from sq. prisms.

1"x1"x3", 6", 8", 12".

Thin strips, 2", 3", 4", 6"x8", 12", 16", 24".

Cylinders 1" and 2"x6".

b. Houses, railroads, bridges, forts, walks.

c. In case of the house problem, the children experiment with the blocks, building foundations and floors.

d. Drawings from these are made by the children in the art work.

- e. Building of walls and putting on roofs.
- f. From finished houses, children make drawings of front and side.
- g. One large building, which is to be more permanent, is built by groups in succession. While this house is in progress each child works out an individual house problem.

II. Bookbinding.

a. Portfolio.

Made of two pieces of heavy paper, one being one-half inch wider and one inch longer than the other. The smaller is placed on top of the larger with long edges even on one side; the projecting edges are turned and pasted.

b. The Homebook.

Made from manila sheets 9"x12" with colored covers. Two holes punctured on short side. Tied with single cord.

c. Nature or Sketch Book.

A simple folio with colored paper cover, three punctures, tied with single cord.

III. Clay Modeling.

a. Marbles, beads.

b. Vegetables from grocery store.

c. Fruits and candies for confectionery store.

d. Dishes for china store.

e. Illustration of stories involving animal and human forms.

IV. Textiles.

a. Looping with coarse cord—Macrame.

1. Reins.

b. Table mat of burlap or Monks cloth.

Made by drawing out threads, coloring them with Easy Dyes, and weaving them back. Threads at edges are then drawn out, making a fringe. Sizes, proportions and color schemes are planned in the drawing periods.

c. Rugs for Doll Houses.

Woven of outing flannel on wooden frames. Simple stripe designs. Sizes, proportions, and color planned by children in their art work.

d. Holders.

Cross stitching on large checked gingham or on burlap of designs planned by children.

SECOND GRADE.

I Building.

a. Planning a two-story house.

b. Foundation plans are made on paper by children, and then transferred to the blackboard. Class chooses best and modifies it if, after discussion, it appears necessary. In the case of the house problem, attention is given to ventilation and proper placing of doors and windows.

c. Plans for front and side are prepared as in b. The plans are worked out at the drawing period under the direction of the art instructor.

d. Building with bricks made by the children. See Modeling.

II. Bookbinding.

a. Making of cardboard foot and yard rulers, 1", 2" and 3" squares, and rectangles of various sizes, for use in number work.

b. Portfolio.

Made with flap from one piece of tough paper, by marking sixteen rectangles and cutting out the corner ones

c. Spelling Book.

Single leaves, covered with separate light boards which are bound in cover paper with only turn overs pasted, and lined with allover pattern prepared by the children. Tied with cord by Japanese method. Sizes, proportions and color combinations planned out in art work.

d. Language Book.

Single leaves covered with one piece of crash or burlap, finishing edges and working design with coarse thread. Colored end paper. Tied with heavy cord.

e. Scrapbook.

Made of simple folios, covered with folio of heavy bristol board, reinforced at back with strip of book cloth, and sewed with five punctures with double cord. Sizes, proportions and color schemes planned in art work.

III. Clay Modeling.

a. Making of bricks for house. Red clay is molded into forms made by older children.

b. Dishes, vegetables, and bakery goods are made for sales in connection with the arithmetic work.

c. Lamps, dishes, and cooking utensils of Robinson Crusoe are made in connection with this story, and attempts made to fire them.

IV. Textiles.

a. Weaving marble bags of one piece, with one color of warp and another of weft. Material dyed and looms made by children.

b. Weaving school bag of coarse soft cord. Jute or rug yarn. Stripe design. Plan of same size and color as bag made by the children in the art class and followed in weaving.

In connection with the second grade study of Hiawatha the children make wigwams, cradles, moccasins, invitations and canoes. In connection with the Robinson Crusoe story, they make tables, chairs, flails, sieves, boats, ladder and charcoal.

THIRD GRADE.

The good of the active, rapidly growing children in the Third Grade demands more vigorous activities and more difficult tasks.

Furthermore, the children really want just such tasks as are here suggested, and the joy they get out of the effort and the satisfaction and increased power they feel at its completion, justify the undertaking.

I. Building.

The following are made from plans prepared by the children in the art work:

a. Sled.

b. Cart box.

c. Bird house.

d. Forms for second grade brick making.

e. Loom for sofa pillow cover.

The ruler, try-square, hammer and brace and bit are used in these problems.

II. Bookbinding.

a. Spelling Book.

Single leaves with separate boards. Boards are covered with book cloth. Top board is cut into two parts, leaving a $\frac{3}{4}$ " piece at back, thus making a flexible joint. Tied through two punctures with heavy cord. Paste down and cover used for decoration in art work.

b. Literature illustration book cover.

Half cloth. Short boards, leaving wide, limp back of book cloth. Three punctures cut through and tied with heavy cord. Proportions and color scheme planned in connection with art work.

c. Portfolio.

Made with flap, from one piece of oak-tag. Marked into sixteen rectangles, the corner ones being cut out. The corners of flap and ends may be modified to suit the individual taste and made to resemble an envelope.

d. Nature Notebook.

Single folios of paper sewed with five punctures. Covered with half cloth, the cover being made separately and laid on, using the first and last leaves as paste-downs. Marbled boards. Covers and end papers used as problems in decoration.

e. Language Book.

Same as Literature Book in b.

III. Clay Modeling.

a. Small flower pots.

These are to be fired and used in school in connection with plants and bulbs.

b. Vases for dried grasses.

The above are made from designs planned by children.

c. Modeling in relief. Children posing.

d. Casts of children's work.

IV. Textiles.

a. Raffia braiding and sewing of mats, bags, baskets and doll hats from patterns made by children in connection with their drawing and art work.

b. Begin coil of raffia over raffia for mats and baskets. Shapes and simple designs planned in the art work are carried out in these.

c. Soft Pillow Cover.

Woven of jute on looms made by children. Simple heddles are introduced in carrying out designs prepared in art work.

In connection with the reading of *The Cave Men*, skin cradles, covers for water bottles, splints for baskets, baskets of splints, splint mats in various designs, and pads to protect the forehead, are made by the children.

The Horn Book is made in connection with the story of the early schools of this country.

FOURTH GRADE.

I. Bookbinding.

a. Portfolio.

Made of heavy cover paper, with end pieces folded so as to allow for increasing or decreasing of thickness of portfolio. Modified to suit individual.

b. Nature Book. One section.

Full sheets folded and cut to proper size. Sewed with five punctures. Bound in half cloth. Boards laid on before binding. First and last leaves of section used as paste-downs. Cover design worked out in art class.

c. Language, Geography and History Notebook.

More than one section. Paper folded and cut as in b. Bound in full paper—boards bound separately and laid on. Introduction of colored end papers. Sewed in cheap commercial style—through all sections with seven punctures. Covers and end papers used as problems in design.

- d. Re-cover. Some school book or book of the child. New super put on. New end papers tipped in. Cover bound separately in half or full cloth.
- II. Textiles. In the following, the sizes, shapes, and designs are planned in the art work:
 - a. Solid raffia basket with varied stitches and more complicated design.
 - b. Reed basket.
 - c. Raffia and reed basket. Combination of stitches and more difficult shape and design.
 - d. Weaving piece of cloth of fine texture and more complicated design.
- III. Pottery. Coil building.
 - a. Relief modeling of vegetable and animal forms.
 - b. Tea-tile—incised decoration.
 - c. Paper weight—relief decorations.
 - d. Small undecorated bowl.
 - e. Larger bowl with border design.All of the above are preceded by constructive and decorative designs worked out in the art department.

FIFTH GRADE.

- I. Bookbinding.
 - a. Portfolio. Same as in Fourth Grade. Modifications by pupils.
 - b. Desk blotter pad—leather corners.
 - c. Rebind book from Library.
 - 1. Cutting off old covers.
 - 2. Cutting apart the sections.
 - 3. Mending and guarding torn folios.
 - 4. Sewing with five or seven punctures, kettlestitches.
 - 5. Half cloth, single boards. Case binding.
 - 6. Gluing back and putting on cover.All constructive and decorative designs in above are worked out in the art department.
- II. Textiles.
 - a. Basketry. Baskets of raffia and reed—more difficult shapes and stitches and more complicated designs.
 - b. Weaving. Larger pieces of finer threads and more difficult in design.
- III. Pottery.
 - a. Candle-stick.
 - b. Small fernery with border design.
 - c. Inkstand.The story of the Potter, and the early history and methods are made subjects of study, and the Potter's wheel is brought into use to give the commercial aspect of the work. In all of the problems in pottery, the shapes and designs are worked out in connection with the art work.

SIXTH GRADE.

- I. Woodwork. It is assumed that the course in Woodwork that requires a maximum of independent thought on the part of the pupil and a minimum of dictation from the teacher is the best. Hence, the plan here suggested is that the teacher, keeping in mind the interests of the pupil, suggest in general terms (specifying particular features or

constructions desired) the problem for some specific purpose. On the basis of this suggestion, the pupils make free-hand sketches in the drawing classes, showing their individual ideas of such a project and indicating roughly the scheme of decoration. Then in conference with the Drawing and Manual Training teachers they eliminate such impractical and undesirable features as may be found in their sketches. From these sketches, simple working drawings are made for use in the shop, and methods of construction, suitability of materials, and decoration, and finish are discussed.

All this precedes and prepares the way for the actual work with materials, so that the pupil goes about his construction with a workmanlike spirit and intelligence.

The following are types suggested for the Sixth Grade. They require simple squaring by use of the plane, try-square, gauge, and knife, and the simple assembling of parts by use of hammer and nails.

- a. Key rack.
- b. Tea-pot stand. Simple cross for support.
- c. Bird house.
- d. Sled.

II. Bookbinding.

All constructive and decorative designs in the following problems are worked out in art department.

- a. Portfolio.
- b. Bind from original sheets some small book like "He Knew Lincoln," "A Perfect Tribute," "A Man Without a Country," etc. Sewed with five or seven punctures. Kettlestitches. Glued back. Case binding as in B Grade Six. Half or full cloth. Head cut and colored before cover is laid on.
- c. Decorative binding.
Rebind one of pupil's own books. Sew on tapes, ribbons, or strips of leather with fancy thread in decorative stitches. Tapes laced through boards and tied at foredge. End papers pasted down to cover tapes inside covers. Tapes and stitches left exposed at back.

Pottery.

- a. Vase with relief or inlaid decoration.
- b. Cracker jar with cover.
- c. Firing.
- d. Preparation and application of glazes in a and b.
- e. Glaze firing.
- f. Making and use of simple molds.

SEVENTH GRADE.

- I. Woodwork. See introductory in 1, Grade Six. Discussion of tools and their uses, and of various common woods and the methods in their preparation for the market, etc. By proper arrangement, this work can be largely covered in connection with Nature Study or Industrial and Commercial Geography. The following types are suggested for Seventh Grade:
 - a. Box—simple butt joints, and top board for lid.
 - b. Inkstand and stationery holder.
 - c. Book rack.
 - d. Woven cane top stool—dowel rods for cross pieces.
 - e. Individual projects of pupil's suggestion.
- II. Bookbinding.
 - a. Portfolio.

- b. Limp leather binding. Bind or rebind pupil's book in one piece of velvet or ooze sheep. Sewed on tapes or with kettlestitches. Cover used as problem in design in connection with art work.
- c. Decorative binding. Blank book, or magazines. Sewed on colored tapes or leather. Tapes laced into covers. Back uncovered.

EIGHTH GRADE.

I. Woodwork. See introductory in 1, Grade Six. Discussion of tools, woods, lumbering and allied industries continued. Finish and the preparation and use of stains are also discussed. The following are types suggested for the Eighth Grade:

- a. Taboret—mortise and tenon construction.
- b. Pedestal for student lamp.
- c. Drawing board.
- d. T square.
- e. Picture frame.
- f. Waste paper stand.
- g. Small table.

General. Individual and group problems are encouraged. Problems arising from the needs of the school are used to much advantage. Frames, screens, stands, tables, shelves, etc.

II. Bookbinding. Constructive and decorative designs are made in the art work.

- a. Portfolio. Three part cover in three-fourths leather.
- b. Bind or rebind book in three-fourths leather. Sewed on tapes. Double boards. French joint. Backed and rounded. Head cut and colored. Colored head band. Boards glued on before leather back and cover papers are put on. Typical library binding.
- c. Book for mounting drawings and pictures. Made after the style of scrapbooks. Sewed all along or on tapes. Heavy or double boards. Bound in half or three-fourths morocco.

STUDENT TEACHERS, 1910-11.

One "assistant" credit is given for teaching one hour a day for one term. Three "assistant" credits are given for aiding in the charge of a room for one-half of each day for one term. "Room" credits are given for room charge for one-half of each day for one term.

	Asst. Credits.	Room Credits.		Asst. Credits.	Room Credits.
Almloff, Edna	3	3	Jones, Emily	3	
Arnold, Helen		3	Kavanagh, Helen	3	
Babcock, Ada	3		Keyes, Ethel	3	
Bailey, Sadie	3	3	Kimball, Emery		3
Baker, Acenith	3	3	Larsen, Gladys	3	3
Bates, Mary	3	3	Larson, Ruth	3	3
Bell, Ada	3	3	Lawrence, Winnifred	3	3
Bender, Lloyd	3	3	Lines, Minnie	3	3
Benson, Mina	3	3	Long, Anna	3	3
Blodgett, Berenice	3	3	McGuire, Leona	3	3
Campbell, Arabel	3	3	Mallory, Fairie	3	3
Carroll, Anna	3	3	Manroe, Hazel	3	3
Cassels, Mae	3	3	Marshall, Jennie	3	3
Clay, Grace	3		Meehan, Bessie	3	3
Cook, Edith	3	3	Melaik, Jessie	3	3
Coppernoll, Ruby	3	3	Meyers, Alice	3	3
Curry, Kathryn	3		Mills, Grace	3	3
Darnell, Alice	3	3	Morris, Edith	3	3
Davis, Harry	3		Nelson, Minnie	3	3
Dickerson, Edythe	3	3	Nichols, Lula	3	3
Donaghho, Bessie	3	3	O'Neil, Veronica	3	
Durand, Marion	3		Pettitt, Berenice	3	3
Dysart, Lois	3		Pingry, Mabel	3	3
Eitelgoerge, Hilda	3	3	Pratt, Donna	3	3
Flannigan, Alice	3	3	Pratt, Frances	3	3
Foote, Nina	3	3	Quinn, Lucy	3	3
Foster, Vena	3	3	Reynolds, Ruth	3	3
Frederick, Leo	3		Rorig, Mayme	3	3
Fuller, Lois	3	3	Sawyer, Janes	3	
Gilbert, Frances	3	3	Shager, Alta	3	3
Glanville, Gretta	3	3	Smith, Frank	3	3
Glidden, Nan	3	3	Smith, Helen	3	3
Gothard, Gertrude	3	3	Smith, Mabel	3	3
Gowdy, Helen	3	3	Stubbs, Alice	3	3
Graham, Ruth	3	3	Studer, Emma	3	
Haish, Verna	3	3	Sullivan, Lillian M.	3	3
Hale, Althea	3		Swain, Zora	3	3
Hitchcock, Helen	3		Sweet, James	3	
Hogan, Genevieve	3	3	Swift, Lola	3	3
Holm, Lawrence	3	3	Thompson, Clara Julia	3	3
Hopson, Jean	3	3	Thompson, Ruth	3	3
Horn, Florence	3	3	Wiggin, Anna	3	
Hubbard, Clara	3	3	Wilcox, Veva	3	3
Johnson, Edith	3	3	Willey, Lily	3	3
Johnson, Eleanor	3	3	Wilson, Albert	3	3
Johnson, Ella	3	3	Wilson, Lena	3	3
Johnson, Gladys	3		Wiltse, Ethel	3	3
Johnson, Laura	3	3	Winn, Lora	3	3
Johnson, Ruby	3		Wirtz, Ione	3	6

SPECIAL STUDENTS.

Name.	County.	Town.
Baldwin, Genevieve.....	DeKalb	Genoa
Bowler, Ella J.....	Ogle	Rochelle
Bradley, Kathryn I.....	Stephenson	Rock City
Bradley, Mary J.....	Stephenson	Rock City
Bryce, Hattie Otis.....	DuPage	Downer's Grove
Chase, Anna Bell.....	DeKalb	DeKalb
Cole, Marion.....	DeKalb	Malta
Cross, Charlotte P.....	Lee	Ashton
Dawson, Ethel Helen.....	Kane	Aurora
Divine, Mabel A.....	DeKalb	Sycamore
Dow, Vernena A.....	Stephenson	Pearl City
Driscoll, Kate E.....	(Nebraska)	Valentine
Farmer, Dorothy E.....	DeKalb	DeKalb
Fisk, Katharine.....	DeKalb	DeKalb
Fossler, Gertrude.....	Ogle	Oregon
Glanville, Rae Myra.....	DeKalb	Sycamore
Grant, Mrs. Gracey.....	(Arkansas)	Dover
Hadley, Joe.....	DeKalb	DeKalb
Hemphill, Ethel M.....	Ogle	Polo
Howes, Myrtle.....	Kendall	Yorkville
Johnson, Mae Isabel.....	DeKalb	DeKalb
Jones, Kate V.....	Kendall	Plano
Kavanagh, Helen C.....	DuPage	Lombard
Larson, Alice C.....	Henry	Geneseo
Lattin, Anna Laura.....	DeKalb	DeKalb
Lester, Pearl.....	(Iowa)	Alden
Nielson, Irene Marie.....	Carroll	Mt. Carroll
Pond, Jessie.....	DeKalb	DeKalb
Rustin, Mrs. Leora.....	(Nebraska)	Lincoln
Saunders, Ruth Hope.....	Pike	Pittsfield
Smith, Iola.....	Whiteside	Albany
Stees, Maude C.....	Stephenson	Kent
Taliaferro, Sallie M.....	Warren	Roseville
Taylor, Ethel.....	DeKalb	DeKalb

SENIORS OF 1911.

DEGREE COURSE.

Bachelor of Education.

James Richard Grant	(Arkansas)	Dover
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TWO-YEAR COURSE IN VOCAL MUSIC.

Vera Mae Adkins	Cook	Oak Park
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TWO-YEAR COURSE IN PREPARATION FOR TEACHING
OF DOMESTIC SCIENCE.

Mrs. Elizabeth Farmer	DeKalb	DeKalb
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TWO-YEAR COURSE FOR TEACHERS OF DRAWING.

Name.	County.	Town.
Clay, Grace.....	LaSalle	Troy Grove

TWO-YEAR COURSE.

Name.	County.	Town.
Almloff, Edna Belinda.....	Rock Island	Moline
Arnold, Helen Florence.....	Lee	Dixon
Baker, Aeenith Victoria.....	DeKalb	Sycamore
Barr, Gertrude Mary.....	DeKalb	DeKalb
Bell, Ada Luella.....	DeKalb	Kirkland
Benson, Mina.....	Winnebago	Pecatonica
Blodgett, Berenice Clara.....	McHenry	Harvard
Campbell, Arabel Beryl.....	DeKalb	Genoa
Carroll, Anna Frances.....	Will	Joliet
Churchill, Estella Louisa.....	DeKalb	Sycamore
Coppernoll, Ruby.....	Jo Daviess	Stockton
Dickenson, Edythe Norma.....	Kane	Batavia
Donaghho, Bessie Frances.....	Rock Island	Rock Island
Edmondson, Carrie Belle.....	Henry	Orion
Eitelgoerge, Hilda F.....	Kane	Aurora
Foote, Nina Ethel.....	Rock Island	Rock Island
Foster, Vena Ione.....	Kendall	Plano
Fuller, Lois Sharill.....	McHenry	Richmond
Gilbert Frances Harriet.....	DeKalb	DeKalb
Glanville, Gretta E.....	Jo Daviess	Stockton
Glidden, Nan.....	DeKalb	DeKalb
Gothard, E. Gertrude.....	Kane	Dundee
Gowdy, Helen Maude.....	Lake	Lake Bluff
Hogan, Genevieve Frances.....	LaSalle	Seneca
Hopson, Jean Elizabeth.....	Kane	Elgin
Horn, Florence Louise.....	DeKalb	DeKalb
Johnson, Edith Chrystene.....	DeKalb	DeKalb
Johnson, Eleanor Hildena.....	Kane	Elgin
Johnson, Ella Marion.....	Winnebago	Rockford
Kimball, Emery L.....	McHenry	Hebron
Larsen, Gladys Marie.....	DeKalb	DeKalb
Larson, Ruth Olive.....	Rock Island	Moline
Lawrence, Winnifred.....	Kane	Burlington
Long, Anna Rose.....	Whiteside	Fulton
McGuire, Leona Agnes.....	Cook	Oak Park
Mallory, Fairie Josephine.....	Stephenson	Freeport
Marshall, Jennie Blanche.....	DeKalb	Kirkland
Meehan, Bessie.....	Boone	Belvidere
Melaik, Jessie Lyda.....	Henry	Kewanee
Mills, Grace Sanford.....	DuPage	Wheaton
Morris, Edith.....	Lake	Zion City
Myers, Florence Edna.....	LaSalle	Streator
Nelson, Minnie Augusta.....	DeKalb	DeKalb
Norton, Mabel Livingston.....	Bureau	Spring Valley
Pettitt, Bernice Mae.....	Henry	Kewanee
Pingry, Mabel Eunice.....	McHenry	Crystal Lake
Pratt, Donna Leona.....	DeKalb	DeKalb
Pratt, Fannie Estella.....	Lake	Waukegan
Reynolds, Ruth Irene.....	Cook	Riverside
Rorig, Mamie Josephine.....	Kane	Elgin
Smith, Helen May.....	Whiteside	Rock Falls
Stemwell, Grace Sylvesta.....	Cook	Maywood
Strossman, Marion Rea.....	Kane	Aurora

Name.	County.	Town.
Stubbs, Alice Chalfant.....	Kane	Aurora
Sullivan, Lillian Mary.....	Ogle	Rockelle
Swain, Zora Vivitte.....	Bureau	Tiskilwa
Swift, Lola Ernesta.....	DeKalb	DeKalb
Thompson, Clara Julia.....	Stephenson	Davis
Wilcox, Veva Minnie.....	Kane	St. Charles
Wiltse, Myra Ethel.....	DeKalb	Esmond
Wirtz, Ione May.....	DeKalb	DeKalb

THREE-YEAR COURSE.

Name.	County.	Town.
Bailey, Sadie Rae.....	Cook	Chicago
Bates, Mary Louise.....	Winnebago	Rockton
Bender, Lloyd.....	Stephenson	Kent
Graham, Ruth F.....	DeKalb	Waterman
Holm, Lawrence Peter.....	Grundy	Gardner
Johnson, Laura Alvine.....	Winnebago	Durand
Kempson, Rosa.....	DeKalb	Malta
Lines, Minnie Pearl.....	Ogle	Monroe Center
Nichols, Lula Belle.....	DeKalb	Kingston
Willey, Lily Lolette.....	DeKalb	DeKalb
Wilson, Albert Edward.....	Cook	Chicago

FOUR-YEAR COURSE.

Name.	County.	Town.
Darnell, Alice.....	DeKalb	Sycamore
Haish, Vernie May.....	DeKalb	Hinckley
Hubbard, Clara Belle.....	DeKalb	Hinckley
Manroe, Hazel Almeda.....	DeKalb	DeKalb
Quinn, Lucy Agnes.....	DeKalb	Malta

FOUR-YEAR CLASSICAL COURSE.

Name.	County.	Town.
Wilson, Lena R.....	DeKalb	Kingston

STUDENTS IN THE TWO-YEAR ART COURSE.

Name.	County.	Town.
Clarke, Emelyn Jane.....	LaSalle	Mendota
Davidson, Charlotte M.....	Ogle	Polo
Williams, Florence E.....	Winnebago	Rockford

STUDENTS IN THE TWO-YEAR COURSE IN VOCAL MUSIC.

Name.	County.	Town.
Miller, Neva Louise.....	Ogle	Polo
Murray, Evelyn G.....	DeKalb	DeKalb
Toenniges, Frederica.....	DeKalb	DeKalb

STUDENTS IN THE TWO-YEAR DOMESTIC SCIENCE COURSE.

Name.	County.	Town.
Archer, Mildred.....	DeKalb	DeKalb
Blagden, Helen.....	DeKalb	Sycamore
Boyce, Inez M.....	DeKalb	DeKalb
Cockfield, Marjorie.....	Kane	Aurora
Griffith, Enida.....	Putnam	McNabb
Kays, Lora G.....	Putnam	Magnolia
Kelso, Mildred A.....	Cook	Chicago
McConaughy, Ada Jane.....	Ogle	Rochelle
McConaughy, Editha Jane.....	Ogle	Rochelle
Patten, Barbara A.....	Cook	Wilmette
Pittaway, Lois I.....	(Pennsylvania)	North Girard
Richmond, Jean E.....	DeKalb	Waterman
Schell, Lillian K.....	Ogle	Polo

STUDENTS WHO HAVE FINISHED MORE THAN ONE YEAR IN THE TWO-YEAR COURSE.

Name.	County.	Town.
Babcock, Ada.....	Ogle	Flagg Center
Cassels, Mae Olive.....	Cook	Chicago
Davis, Harry.....	Ogle	Monroe Center
Dysart, Evelyn Lois.....	DeKalb	Sycamore
Flannigan, Alice.....	Kane	Aurora
Frederick, Leo.....	DeKalb	Kirkland
Hitchcock, Helen.....	Cook	Oak Park
Johnson, Lucy Gladys.....	Kane	Aurora
Johnson, Nina B.....	McHenry	Nunda
Johnson, Ruby.....	Winnebago	Rockford
Murray, Anna Laura.....	DeKalb	DeKalb
Keyes, Ethel Abigail.....	DeKalb	DeKalb
Peterson, Bena Marie.....	Bureau	Princeton
Randall, Olive Maude.....	Kane	Aurora
Shager, Alta May.....	(Wisconsin)	Sharon
Smith, Frank Dallas.....	Winnebago	Rockford
Sweet, James William.....	Ogle	Polo
Wing, Orion N.....	Boone	Capron
Worsley, Maude Ellen.....	Kendall	Oswego

STUDENTS WHO HAVE FINISHED ONE YEAR IN THE TWO-YEAR COURSE.

Name.	County.	Town.
Adams, Ruby Gertrude.....	Winnebago	Rockford
Anderson, Edith V.....	Rock Island	Moline
Anderson, J. Elizabeth.....	DeKalb	DeKalb
Bapst, Coila Berniece.....	Kane	Batavia
Berg, Lucille V.....	DeKalb	DeKalb
Bradstreet, Anna E.....	Ogle	Byron
Brown, Ethel Ann.....	Cook	Oak Park
Butler, Bessie B.....	Lake	Libertyville
Carbary, Anna E.....	Kane	Elgin
Coleman, Ray Emery.....	Henry	Geneseo
Dennis, Myrtle Theresa.....	DeKalb	DeKalb

Name.	County.	Town.
Dunne, Marie Angeline.....	Kane	Aurora
Durand, Marion Belle.....	Boone	Belvidere
Ekvall, Mae Winnifred.....	Kane	Gilberts
Eldridge, Lillian Mary.....	DeKalb	DeKalb
Froelich, Adella.....	DuPage	West Chicago
Gabel, Otto J.....	DeKalb	Shabbona
Graves, Ruth W.....	DeKalb	Hinckley
Handley, Ethel Mae.....	Cook	Chicago
Harrer, Lydia Bernadine.....	Cook	Evanston
Haygreen, Maude Pauline.....	Kane	Burlington
Hitchcock, Frances L.....	Cook	Oak Park
Holbrook, Ida Bell.....	Whiteside	Sterling
Holmgren, Ethel C.....	DeKalb	DeKalb
Hueber, Maude M.....	DeKalb	Malta
Humphrey, Cecil.....	Henry	Geneseo
Johnson, Edna L.....	DeKalb	DeKalb
Joiner, Mary Vera.....	Ogle	Polo
Jones, Emily H.....	LaSalle	Streator
Love, Laura Louise.....	DeKalb	DeKalb
Lye, Ruth Hazel.....	Kendall	Plano
McClain, Hazel Aldia.....	Kane	Elgin
Mason, Hazel Bessie.....	DeKalb	Sycamore
Melton, Catherine I.....	Mason	Havana
Murray, Ruth Edna.....	Whiteside	Rock Falls
Myers, Jessie Irene.....	Cook	Chicago
Nelson, Elsie C.....	Cook	Berwyn
Nelson, Ora Augusta.....	DeKalb	DeKalb
O'Neil, Veronica Grace.....	Kane	Aurora
Peters, Florentine B.....	McHenry	Marengo
Peters, Margaret T.....	Lake	Highland Park
Peterson, Ruth Cecelia.....	McHenry	North Crystal Lake
Reynolds, E. Lauretta.....	Lee	Dixon
Ritzler, Alice Valeria.....	Rock Island	Rock Island
Siegele, Frances Mary.....	Cook	Evanston
Skinner, Beryl Ada.....	Kane	Elgin
Slater, Ruth.....	DeKalb	Genoa
Speaker, Edna Lynne.....	McHenry	Richmond
Stein, Marguerite.....	DeKalb	Shabbona
Suit, Florence Mary.....	Cook	Chicago
Tindall, Laura Anna.....	DeKalb	Kirkland
Valentine, Vivian Zella.....	Carroll	Lanark
Walters, Inez May.....	Kane	Aurora
Wheeler, Ethel Hope.....	Lake	Libertyville
Wheeler, Grace Lillian.....	Lake	Libertyville
Wright, Harold Grant.....	DeKalb	DeKalb

STUDENTS WHO HAVE FINISHED LESS THAN ONE YEAR IN THE TWO-YEAR COURSE.

Name.	County.	Town.
Adamson, Margaret Agnes.....	Kane	Geneva
Augustine, Marie B.....	Kane	Batavia
Beeler, Margaret E.....	Whiteside	Sterling
Chapman, Thos. White.....	Boone	Belvidere
Clark, Margaret Marie.....	Lee	Dixon

Name.	County.	Town.
Curry, Kathryn A.....	Kane	Aurora
Engelbrecht, Mabel A.....	Kane	Elgin
Gatchell, Ada Mae.....	LaSalle	Ottawa
George, Carrie Beulah.....	Kane	Batavia
Hill, Gula Elma.....	Lee	Dixon
Jackson, Gladys.....	LaSalle	Grand Ridge
Jordon, Cleo Mary.....	DeKalb	Cortland
Koch, Marjorie Booth.....	Tazewell	Pekin
Lickhard, Ida May.....	Whiteside	Tampico
Lowery, Erma Ruth.....	DeKalb	Maple Park
Madison, Carrie C.....	(South Dakota).....	DeSmet
Martin, Maude Alice.....	Ogle	Rochelle
Moore, Kathleen Ellen.....	DuPage	West Chicago
Netzley, Irene Lucretia.....	DuPage	Naperville
Outhouse, Mary Platt.....	Kane	Elburn
Parry, Pearl Lettie.....	Kane	Big Rock
Rowen, Marjorie Mary.....	DeKalb	Genoa
Vaughen, Frances Stella.....	DuPage	West Chicago
Walgren, Mrs. Lula.....	Kane	Hampshire
Whiting, Thirza Beatrice.....	Winnebago	Roscoe
Wiggin, Anna May.....	Kendall	Plano
Wager Frances.....	Winnebago	Rockford

STUDENTS WHO HAVE FINISHED MORE THAN TWO YEARS IN THE THREE-YEAR COURSE.

Name.	County.	Town.
Hale, Althea.....	Stephenson	Orangeville
Lawlor, Genevieve.....	Will	Manhattan
Meyers, Alice Cora.....	Stephenson	Freeport
Redmond, John.....	DeKalb	Carlton
Sawyer, James.....	DeKalb	Waterman
Small, Birdie Mae.....	McHenry	Ringwood
Smith, Mabel Marie.....	Winnebago	Rockford
Templeton, Lizzie J.....	Stephenson	Dakota
*Thompson, Ruth Margaret.....	(Iowa)	Villisca
Wollensak, Florence Pauline.....	DeKalb	Sycamore
Winn, Lora Fidelia.....	LaSalle	Triumph

STUDENTS WHO HAVE FINISHED TWO YEARS IN THE THREE- YEAR COURSE.

Name.	County.	Town.
Bender, Lola F.....	Stephenson	Kent
Burke, Josie W.....	Winnebago	Rockford
Havens, Bertha Viola.....	DeKalb	Cortland
Haynes, Ancis Iona.....	Will	New Lenox
Hutchins, Marguerite	Winnebago	Roscoe
Johnson, Nellie Mae.....	Winnebago	Durand
Kilker, Gertrude Luella.....	Ogle	Egan
Kuehl, Dora Belle.....	Kane	Burlington
Lawlor, Agnes Cecelia.....	Will	Manhattan
Light, Edith.....	Ogle	Leaf River
Schoenholz, Julia May.....	Lee	Scarboro
Stanbury, Eva.....	Ogle	Holcomb

*Deceased, April 14, 1911.



NEW TRAINING SCHOOL BUILDING

STUDENTS WHO HAVE FINISHED MORE THAN ONE YEAR IN
THE THREE-YEAR COURSE.

Name.	County.	Town.
Aurner, Edith.....	DeKalb	Kingston
Bennett, Myrtle Irene.....	DeKalb	Waterman
Benson, Carl.....	DeKalb	DeKalb
Cleveland, Mae Estelle.....	Ogle	Rockelle
Cramer, Bertha Mae.....	Carroll	Mount Carroll
Dean, Revere Ernest.....	Kane	Elburn
Eddy, Ruie Ethel.....	Lake	Zion City
Hamilton, Edith L.....	Winnebago	Durand
Kliber, Elsie May.....	DeKalb	Sycamore
Miller, Neva Birdena.....	Stephenson	Davis
Moore, Lillian Elizabeth.....	Cook	Oak Park
Murray, Lou Belle.....	Kankakee	Essex
Newberry, Florence E.....	Winnebago	Durand
Pratt, Ellen June.....	Jo Daviess	Elizabeth
Pratt, Florence May.....	DeKalb	Kingston
Reber, Bessie Ann.....	Ogle	Leaf River
Rings, Grace.....	LaSalle	Marseilles
Studer, Emma Elizabeth.....	Lake	Gurnee
Whitford, Fred W.....	DeKalb	Waterman

STUDENTS WHO HAVE FINISHED ONE YEAR IN THE THREE-
YEAR COURSE.

Name.	County.	Town.
Anderson, William Wilson.....	Bureau	Ohio
Govern, Julia Cecelia.....	Winnebago	Monroe Center
Grube, Luella.....	Jo Daviess.....	Elizabeth
Larson, Antoinette Marie.....	DeKalb	Malta
Pease, Mildred Ione.....	DeKalb	Malta
Raup, Esther.....	Ogle	Monroe Center
Read, Laura Jane.....	Kane	Elburn
Sawyer, Harrison.....	DeKalb	Waterman
Strauch, Luella May.....	Carroll	Chadwich
Studebaker, Ethel.....	Stephenson	Kent
Sullivan, Teresa Evadne.....	Jo Daviess.....	Elizabeth
Toenjes, Ella Adelheid.....	Cook	Chicago
Whitmore, Eugene DeForest.....	DeKalb	DeKalb
Whitten, Jennie Alma.....	DeKalb	DeKalb
Woodford, Juniata Lola.....	Whiteside	Albany

STUDENTS WHO HAVE FINISHED LESS THAN ONE YEAR IN
THE THREE-YEAR COURSE.

Name.	County.	Town.
Cramer, Bert F.....	Carroll	Mount Carroll
Crosby, Florence E.....	Kane	Maple Park
Dadds, Mayte.....	DeKalb	DeKalb
Doak, Cora M.....	(Pennsylvania)	Murdocksville
Doak, Ella R.....	(Pennsylvania)	Murdocksville
Drury, Myrtle Adelle.....	Whiteside	Albany
Fehr, Mildred.....	Stephenson	Kent

CATALOGUE AND COURSE OF STUDY

Name.	County.	Town.
Gibbons, Hazel Joice.....	DeKalb	Waterman
Jewitt, Claude.....	Ogle	Monroe Center
Knight, Helen Edna.....	DeKalb	Kirkland
Koser, Bessie Lulu.....	Stephenson	Pearl City
Lehner, Matilda M.....	Jo Daviess.....	Stockton
Manning, Annabel E.....	Kane	Gilberts
O'Brien, Paul Thomas.....	Kane	Maple Park
Pakan, Olga Julia.....	Cook	Chicago
Patterson, Hazel T.....	Winnebago	Durand
Patschul, Theresa C.....	Cook	Chicago
Pegg, Edith Martha.....	Ogle	Creston
Pierce, Hazel.....	Jo Daviess.....	Stockton
Webster, Ila Elizabeth.....	DeKalb	DeKalb
Wetz, Christiana E.....	DeKalb	Malta
Woodburn, Adelbert.....	Ogle	Byron
Woodruff, Phronie Cody.....	Lee	Dixon

STUDENTS WHO HAVE FINISHED THREE YEARS IN THE FOUR-YEAR COURSE FOR GRADUATES OF RURAL SCHOOLS.

Name.	County.	Town.
Ghilian, Marie.....	Will	Braidwood

STUDENTS WHO HAVE FINISHED LESS THAN THREE YEARS IN THE FOUR-YEAR COURSE FOR GRADUATES OF RURAL SCHOOLS.

Name.	County.	Town.
Benson, Minnie.....	DeKalb	Rollo
Eddy, Blanche Ella.....	Lake	Zion City
Gleason, Margaret.....	DeKalb	DeKalb
Lucas, Golda.....	DeKalb	Clare
McCarty, Elsie May.....	Winnebago	Rockford

STUDENTS WHO HAVE FINISHED TWO YEARS IN THE FOUR-YEAR COURSE FOR GRADUATES OF RURAL SCHOOLS.

Name.	County.	Town.
Clark, Jessie Mae.....	DeKalb	Kingston
Tyrrell, Florence A.....	Jo Daviess.....	Stockton
Unwin, Flossie.....	DeKalb	DeKalb
Walter, Lillian Emma.....	Kane	Elgin
Ziegler, Iva May.....	Kane	Maple Park

STUDENTS WHO HAVE FINISHED LESS THAN TWO YEARS IN THE FOUR-YEAR COURSE FOR GRADUATES OF RURAL SCHOOLS.

Name.	County.	Town.
Benson, Mary.....	DeKalb	Rollo
Bryan, Mary.....	DeKalb	Sycamore
Carlson, Axel.....	DeKalb	DeKalb

Name.	County.	Town.
Montgomery, Luther Wayne.....	DeKalb	Elva
Mosher, Gladys Ava.....	DeKalb	Elva
Sandberg, Charles S.....	Bureau	Princeton
Vagle, Alice Cora.....	DeKalb	Sycamore
Wellander, Jennie Cecelia.....	DeKalb	Sycamore
Yeates, Jennie E.....	Kankakee	Kankakee

STUDENTS WHO HAVE FINISHED ONE YEAR IN THE FOUR-
YEAR COURSE FOR GRADUATES OF RURAL SCHOOLS.

Name.	County.	Town.
Ault, Nellie L.....	DeKalb	Kirkland
Baker, Cora.....	Whiteside	Fulton
Boyce, Ella M.....	DeKalb	DeKalb
Cappers, Emily R.....	Boone	Belvidere
Castle, Nella M.....	DeKalb	Fairdale
Clancy, Irene Frances.....	Jo Daviess.....	Stockton
Clark, Grace Mae.....	Lake	Mendota
Fiedler, Rose M.....	DeKalb	DeKalb
Hagerty, Marcella.....	Winnebago	Durand
Heidenreich, Elsie B.....	Jo Daviess.....	Woodbine
Hines, Anna Matilda.....	Winnebago	Durand
Horan, Laura K.....	Kane	Maple Park
Littlejohn, Chester Otis.....	Shelby	Oconee
Lomas, Ima Ruth.....	Boone	Poplar Grove
McCabe, Sadie Marie.....	DeKalb	DeKalb
McLarnon, Caroline.....	Stephenson	Freeport
Meyers, Gertrude Ethel.....	Stephenson	Red Oak
Plagge, Norma Marie.....	Will	Monee
Sadler, Ione Azella.....	Bureau	Neponset
Sadler, Velma Mary.....	Bureau	Neponset
Sanderson, Ruth Edna.....	DeKalb	Malta
Scholl, Grace May.....	Ogle	Kings
Sederholm, Gerda Emilia.....	DeKalb	DeKalb
Thiel, Ruth Martha.....	Kane	Maple Park
Thorn, Evaletta.....	DeKalb	DeKalb
Wachlin, Emma Irene.....	Stephenson	McConnell
Whitten, Mabel Doris.....	DeKalb	DeKalb

STUDENTS WHO HAVE FINISHED LESS THAN ONE YEAR IN
THE FOUR-YEAR COURSE FOR GRADUATES OF
RURAL SCHOOLS.

Name.	County.	Town.
Alstrom, Ruth Viola.....	DeKalb	DeKalb
Anderson, Earl S.....	DeKalb	Genoa
Aye, Martha R.....	DeKalb	McGirr
Bailey, Henrietta C.....	DeKalb	DeKalb
Clark, Isaac Newton.....	LaSalle	Mendota
Doyle, Margaret Evelyn.....	Will	Manhattan
Drendel, Amelia E.....	Kane	Huntley
Fagan, Clara Agnes.....	DeKalb	Waterman
Firkins, Zilpha Jane.....	DeKalb	Shabbona
Gassman, Walter C.....	Stephenson	Lena

Name.	County.	Town.
Giblin, Mary.....	Lee	Harmon
Grissinger, Hazel Jane.....	Stephenson	McConnell
Gusler, Myron J.....	Kane	Maple Park
Hilliker, Leslie.....	DeKalb	DeKalb
Hilliker, Louis.....	DeKalb	DeKalb
House, Anna B.....	LaSalle	Millington
Kempel, Fred Lawrence.....	Stephenson	Pearl City
Kirchhoff, Chas. Fred.....	Kankakee	Solitt
Kish, Gussie May.....	Jo Daviess.....	Warren
Manning, Nellie Marie.....	Kane	Gilberts
Pierce, Ruth B.....	DeKalb	Cortland
Pratt, George L.....	LaSalle	Earlville
Pratt, William E.....	LaSalle	Earlville
Seeburg, Leo.....	Kane	Elgin
Stocking, Myrtle Holmes.....	Ogle	Lindenwood
Strawn, Zula Daisy.....	DeKalb	Kirkland
Wieland, Edith May.....	Stephenson	Orangeville
Williams, Minnie J.....	DeKalb	Cortland
Woodruff, Burton.....	Lee	Dixon

STUDENTS WHO HAVE FINISHED THREE YEARS IN THE FOUR-YEAR CLASSICAL COURSE.

Name.	County.	Town.
Cole, David Samuel.....	McHenry	Harvard

STUDENTS WHO HAVE FINISHED TWO YEARS IN THE FOUR-YEAR CLASSICAL COURSE.

Name.	County.	Town.
Jeanblanc, Ivo Mary.....	Lee	Lee Center

SUMMER SCHOOL STUDENTS

Name.	Town.	County.
Ackerman, Clara Louise.....	Kingston	DeKalb
Adams, Mary E.....	Waterman	DeKalb
Adams, Stella M.....	Waterman	DeKalb
Ahern, Mrs. Margaret.....	DeKalb	DeKalb
Albright, Katy.....	Freeport	Stephenson
Allen, Virginia.....	Barrington	Cook
Almendinger, Clara B.....	West Chicago	DuPage
Ames, Hazel.....	Lake Villa	Lake
Anderson, Alcie Matilda	Millersburg	Mercer
Anderson, Anna Marie.....	Millington	Kendall
Anderson, Jennie Elizabeth.....	DeKalb	DeKalb
Anderson, Matilda B.....	Millington	Kendall
Anderson, Nina D.....	Pecatonica	Winnebago
Anderson, Reta J.....	Harvey	Cook
Andes, Pearl.....	Steward	Lee
Archer, Wilbur C.....	DeKalb	DeKalb
Archibald, Ethel M.....	Holcomb	Ogle
Archibald, Lois.....	Holcomb	Ogle

Name.	Town.	County.
Armbruster, Lucille.....	Yorkville	Kendall
Armstrong, Lulu B.....	Mineral	Bureau
Arntzen, Inga.,.....	Sycamore	DeKalb
Augenstein, Lillian.....	Barrington	Cook
Aurner, Edith Vesta.....	Kingston	DeKalb
Babcock, Ada.....	Flagg Center	Ogle
Bailey, Sadie Rae.....	Chicago	Cook
Baker, Irene.....	Durand	Winnebago
Baldwin, Genevieve.....	DeKalb	DeKalb
Banks, R. Almira.....	Rockford	Winnebago
Barr, Mary K.....	Batavia	Kane
Barrett, Belle.....	Chicago	Cook
Barry, Elizabeth.....	Galena	Jo Daviess
Bauder, Vera.....	Harvard	McHenry
Bean, Florence.....	Chillicothe	Peoria
Belknap, Fannie.....	Orangeville	Stephenson
Bell, Cora Mae.....	Kingston	DeKalb
Bell, Dora Maude.....	Kingston	DeKalb
Bender, Lola.....	Kent	Stephenson
Bennett, Myrtle Irene.....	Waterman	DeKalb
Benson, Lillian Louella.....	Kirkland	DeKalb
Bethurem, Mary Daisy.....	Estancia	(New Mexico)
Bilinski, Ida.....	Rockefeller	Lake
Billig, Hal.....	DeKalb	DeKalb
Billmire, Mrs. Pearl.....	Ashton	Lee
Bing, Alice Mabel.....	Kewanee	Henry
Birkland, Martha.....	Newark	Kendall
Black, Ruth Anna.....	Atkinson	Henry
Blackman, Fanny Rae.....	Rochelle	Ogle
Blain, Mary Catherine.....	Streator	LaSalle
Blee, Gladys E.....	Sandwich	DeKalb
Bloomington, Allie.....	Shabbona Grove	DeKalb
Bloomington, Paul.....	Shabbona Grove	DeKalb
Bollinger, Florence.....	Sycamore	DeKalb
Bolt, Amy Hudson.....	Ladd	Bureau
Borton, Martha Clara.....	Wheaton	DuPage
Boswell, Louise.....	Loda	Iroquis
Boughman, Irene A.....	Milledgeville	Carroll
Bower, Vergene.....	DeKalb	DeKalb
Boyce, Inez.....	DeKalb	DeKalb
Boyd, Mabel.....	Morris	Grundy
Boyle, Marguerite.....	Sycamore	DeKalb
Brennan, Mary.....	Sycamore	DeKalb
Briggs, Marguerite.....	Sterling	Whiteside
Bristow, Louise.....	DeKalb	DeKalb
Brome, Armilda Frances.....	Libertyville	Lake
Brooks, Elsie Mertie.....	Kingston	DeKalb
Brown, Gertie.....	Creston	Ogle
Brown, Hazel Mae.....	Genoa	DeKalb
Bryan, Ruth A.....	Sycamore	DeKalb
Burke, Josie W.....	Rockford	Winnebago
Burke, Margaret W.....	Rockford	Winnebago
Burns, Mamie.....	Rockford	Winnebago
Bushman, Bessie.....	Coleta	Whiteside
Cadman, Ethel M.....	Wheaton	DuPage

Name.	Town.	County.
Cameron, Ivy.....	Morris	Grundy
Campbell, Arabel B.....	Genoa	DeKalb
Campbell, Enid.....	Malta	DeKalb
Campbell, Isabel.....	Hanover	Jo Daviess
Campbell, Jeanne Adeline.....	Pocatonica	Winnebago
Carney, Elizabeth Carina.....	Morris	Grundy
Carroll, Anna Frances.....	Joliet	Will
Carter, Grace Anne.....	Streator	LaSalle
Carver, Frances.....	Petersburg	Menard
Castle, Nella M.....	Fairdale	DeKalb
Chamberlain, Lulu.....	New Boston	Mercer
Chittenden, Blanche May.....	Gurnee	Lake
Clancy, Irene Frances.....	Stockton	Jo Daviess
Clarke, Amelia Priscilla.....	Clare	DeKalb
Clark, Emelyn Jane.....	Mendota	LaSalle
Clay, Grace.....	Troy Grove	LaSalle
Cofield, Helen.....	Naperville	DuPage
Coffey, Jennie.....	Genoa	DeKalb
Collings, E. Dell.....	Spring Valley	Bureau
Cole, David S.....	Harvard	McHenry
Compton, Genevieve.....	Winnebago	Winnebago
Confrey, J. Burton.....	LaSalle	LaSalle
Confrey, Gus.....	LaSalle	LaSalle
Conklin, Mildred Alice.....	Cherry Valley	Winnebago
Conover, Theodocia.....	Lawrenceville	Lawrence
Cooper, Mrs. Lillie S.....	Springfield	(South Dakota)
Corbett, Bertha L.....	Mt. Carroll	Carroll
Cowan, Mrs. Ella M.....	Fulton	Whiteside
Crapser, Nellie.....	Shabbona	DeKalb
Crawford, Velma.....	Genoa	DeKalb
Crichfield, Myrtle.....	Princeton	Bureau
Culley, Josephine M.	Braidwood	Will
Cutts, Ethel.....	Shabbona	DeKalb
Dadds, Mayte Elizabeth.....	DeKalb	DeKalb
Daley, Muriel J.....	DeKalb	DeKalb
D'Arcy, Jennie Myrtle.....	Wilmette	Cook
Dart, Myrtle.....	Rock City	Stephenson
Dauchert, Fred.....	Sycamore	DeKalb
Davis, Lillian A.....	Batavia	Kane
Davis, Margaret E.....	Sycamore	DeKalb
Davis, Sylvia Muriel.....	Marengo	McHenry
Davidson, Charlotte.....	Polo	Ogle
Dawson, Blanche.....	Pittswood	Iroquois
Day, Roy J.....	Chicago	Cook
Dayton, Perle.....	Oneida	Knox
Dennis, Myrtle Theresa.....	DeKalb	DeKalb
Dennison, Blanche A.....	Lake Villa	Lake
Devine, Marguerite Anna.....	Hinckley	DeKalb
Dickenson, Norma Edythe.....	Batavia	Kane
Difford, Mae L.....	Belvidere	Boone
Dingley, Emily U.....	Polo	Ogle
Doane, Milo.....	Sycamore	DeKalb
Donohue, Agnes.....	Spring Valley	Bureau
Doolittle, Blanche Mabelle.....	Grayslake	Lake
Douglas, Lillian A.....	Chemung	McHenry

Name.	Town.	County.
Dreyer, Martha Dora.....	Barrington	Cook
Duffy, Mrs. Catherine.....	DeKalb	DeKalb
Duggan, Elizabeth Veronica.....	Woodstock	McHenry
Dunne, Mary Isabel.....	Wilmette	Cook
Dunleavy, Harry.....	DeKalb	DeKalb
Dwyer, Elizabeth.....	Elgin	Kane
Dye, Abbie C.....	Sycamore	DeKalb
Dyer, Bertilla A.....	Spring Valley	Bureau
Easton, Hazel Viola.....	Downers Grove	DuPage
Eddy, Josephine Viola.....	Zion City	Lake
Eddy, Wealthy G.....	Geneva	Kane
Eells, Cash.....	Winslow	Stephenson
Eells, Clark.....	Winslow	Stephenson
Ehlers, Erna R.....	Bensenville	DuPage
Eitelgoerge, Hilda.....	Aurora	Kane
Elliston, Josephine Gertrude.....	Princeton	Bureau
Evans, Lewellen Hunt.....	Hanover	Jo Daviess
Falch, Mabel Sloan.....	Zion City	Lake
Feldott, Evelyn.....	Batavia	Kane
Fell, Della Mae.....	Steward	Lee
Fenton, Mabel E.....	Erie	Whiteside
Fielder, Rose Mary.....	Stockton	Jo Daviess
Fisher, Mabel A.....	Cherry Valley	Winnebago
Fitzgerald, Hazel Anna.....	Kingston	DeKalb
Fitzgerald, Mary R.....	DeKalb	DeKalb
Flanagan, Marie.....	Freeport	Stephenson
Foran, Mary Beatrice.....	Joliet	Will
Forbes, Elizabeth.....	Chicago	Cook
Foreman, Vernie.....	Waukegan	Lake
Fossler, A. Ray.....	Adeline	Ogle
Fowler, Oscar F.....	Lena	Stephenson
Frels, March Mabel.....	Port Byron	Rock Island
Gabel, Otto J.....	Shabbona	DeKalb
Gaggin, Lena.....	Antioch	Lake
Gahagan, Celia.....	DeKalb	DeKalb
Gainer, Elsie Rosamond.....	Palatine	Cook
Gannon, Charlotte Agnes.....	Cherry Valley	Winnebago
Garritty, Mary Beatrice.....	Spring Valley	Bureau
Geoffroy, A. Elsinia.....	Rock Falls	Whiteside
George, Carrie Beulah.....	Batavia	Kane
Ghilain, Marie M.....	Braidwood	Will
Gilbert, Frances.....	DeKalb	DeKalb
Gilbert, Lura E.....	Round Lake	Lake
Gilbert, Margaret Augusta.....	Round Lake	Lake
Gillis, Alice.....	Malta	DeKalb
Gillis, Laura.....	Malta	DeKalb
Glanville, Rae.....	Sycamore	DeKalb
Gleason, Margaret.....	DeKalb	DeKalb
Gleason, Nellie.....	DeKalb	DeKalb
Gleim, Christina A.....	Ashton	Lee
Gouse, Margaret.....	Elizabeth	Jo Daviess
Gouse, Myrtle Amanda.....	Elizabeth	Jo Daviess
Graham, Etna Elizabeth.....	Onarga	Iroquois
Graham, Helen.....	Waterman	DeKalb
Graham, Jeanette.....	Sterling	Whiteside

Name.	Town.	County.
Graves, Ruth W.....	Hinckley	DeKalb
Gray, Zoe Lenore.....	Warren	Jo Daviess
Greene, Dolly.....	Waterman	DeKalb
Haase, Alma.....	Grays Lake	Lake
Hadley, Georgiana.....	Huntley	McHenry
Hagan, Marjorie.....	Harvard	McHenry
Hagerty, Marcella.....	Durand	Winnebago
Haish, Verna May.....	Hinckley	DeKalb
Hale, Althea.....	Orangeville	Stephenson
Halsted, Nellie W.....	Rock Falls	Whiteside
Hamilton, Edith Lavancha.....	Durand	Winnebago
Hamilton, Ruth E.....	Sycamore	DeKalb
Hammond, Gertrude N.....	Genoa	DeKalb
Hammond, Harriett.....	Mt. Carroll	Carroll
Hammond, Margaret.....	Amboy	Lee
Hansen, Anna.....	Grays Lake.....	Lake
Harrer, Lydia B.....	Evanston	Cook
Harvey, Harlow W.....	Platteville	Kendall
Hartman, Nellie.....	Durand	Winnebago
Hatch, Caroline E.....	DeKalb	DeKalb
Havens, Bertha Viola.....	Cortland	DeKalb
Haynes, Ancis Iona.....	New Lenox	Will
Hazelo, Frances Orilla.....	Belvidere	Boone
Hennis, Ada M.....	Sandwich	DeKalb
Heitter, Florence.....	Pearl City	Stephenson
Higley, Estelle.....	Freeport	Stephenson
Hill, Bertha Belle.....	Marquette	Bureau
Hill, Guy E.....	Marquette	Bureau
Hilton, Adelia D.....	Springfield	(South Dakota)
Hines, Anna.....	Durand	Winnebago
Hogan, Genevieve F.....	Seneca	La Salle
Hogbery, Pearl.....	DeKalb	DeKalb
Hollenbeck, Ruth.....	DeKalb	DeKalb
Hoof, Marion Winifred.....	Marengo	McHenry
Horn, Florence L.....	DeKalb	DeKalb
Hosty, Margaret Mary.....	Chicago	Cook
House, Anna Burnett.....	Millington	Kendall
Hubbard, Helen B.....	Somonauk	DeKalb
Huber, Verna May.....	Belvidere	Boone
Hueber, Grace.....	Malta	DeKalb
Humphrey, Avis Adell.....	Flora	Boone
Hunter, Retta H.....	LaSalle	LaSalle
Huntosh, Alice.....	Sycamore	DeKalb
Hursen, Evangeline Catherine.....	Chicago	Cook
Hurton, Luella M.....	Plano	Kendall
Hyde, Geo.....	Paw Paw	Lee
Hyde, Mary E.....	Paw Paw	Lee
Ives, Esther Lora.....	Pecatonica	Winnebago
James, Olivia.....	East St. Louis	St. Clair
Jamison, Laura.....	Sterling	Whiteside
Janssen, Meta.....	Freeport	Stephenson
Jardine, May.....	Belvidere	Boone
Jayne, Mirtie L.....	Algonquin	McHenry
Johnson, Edith.....	Capron	Boone
Johnson, Edna Lois.....	DeKalb	DeKalb

Name.	Town.	County.
Johnson, Inez Hattie.....	Sheridan	LaSalle
Johnson, Irma.....	Leland	DeKalb
Johnson, Mollie Adelaide.....	Sandwich	DeKalb
Johnson, Nellie Cecilia.....	Winnebago	Winnebago
Johnson, Nellie Mae.....	Durand	Winnebago
Johnson, Nina B.....	N. Crystal Lake	McHenry
Johnson, Olga M.....	Sandwich	DeKalb
Johnson, Ruby Emma.....	Rockford	Winnebago
Johnson, Sigfred.....	Batavia	Kane
Johnson, Viola A.....	Joliet	Will
Jones, Vera Camille.....	Streator	LaSalle
Jordan, Cleo Mary.....	Cortland	DeKalb
Jordan, Mary Elizabeth.....	DeKalb	DeKalb
Kane, Katharine Irene.....	Fulton	Whiteside
Kaufman, Myrtle.....	Freeport	Stephenson
Kavanagh, Helen C.....	Lombard	DuPage
Kay, Mabel.....	Dixon	Lee
Kearney, Lucia Gertrude.....	Lemont	DuPage
Kellogg, Cora.....	Barrington	Lake
Kelly, Marie.....	Waukegan	Lake
Kelly, Nancy.....	DeWitt	Iowa
Kempson, Rosa.....	Malta	DeKalb
Kern, Clara A.....	Algonquin	McHenry
Killion, Clara.....	Freeport	Stephenson
Kimball, Emery.....	DeKalb	DeKalb
King, Gertrude.....	Winnebago	Winnebago
Kinney, Nora.....	Symerton	Will
Kirby, Emma R.....	Lee	Lee
Kirby, Marguerite E.....	Steward	Lee
Klapprodt, Clara Ernestine.....	Amboy	Lee
Knapp, Eva M.....	Garden Plain	Whiteside
Knott, Millie M.....	Davis Junction	Ogle
Koch, Marjorie B.....	Pekin	Tazewell
Koussberg, Edna Matilda.....	Evanston	Cook
Lamb, Mary Elizabeth.....	Durand	Winnebago
Lamoreux, Hattie.....	Lanark	Carroll
Lancaster, Jessie Fern.....	Prophetstown	Whiteside
Landeau, Iva May.....	Mendota	LaSalle
Landwair, Jedd.....	Rock Falls	Whiteside
Larsen, Gladys N.....	DeKalb	DeKalb
Larson, Madeline J.....	Sycamore	DeKalb
Leake, Ethel L.....	Dixon	Lee
Leake, Mabel Emily.....	Amboy	Lee
Leavens, Ruby.....	Lee Center	Lee
Lee, Mary Louise.....	Amboy	Lee
Leonard, Marie Isabel.....	Chicago	Cook
Lewis, Elsie V.....	Ladd	Bureau
Lindbloom, Jennie Mary.....	Sheridan	LaSalle
Lindeman, William.....	Red Oak	Stephenson
Lindquist, Edith Josephine.....	Sycamore	DeKalb
Lines, Minnie Pearl.....	Monroe Center	Ogle
Lines, Viola E.....	Barrington	Cook
Linskey, Frances Catherine.....	Streator	LaSalle
Lintner, Adah Gwendoline.....	Hinckley	DeKalb
Littlejohn, Carl.....	Cary Station	McHenry

Name.	Town.	County.
Long, Kathryn Eva.....	Harmon	Lee
Long, Lulu B.....	Amboy	Lee
Lowe, Cora M.....	Marengo	McHenry
Lowery, Erma R.....	Maple Park	Kane
Lucas, Goldie.....	Clare	DeKalb
Luckey, Mrs. Margaret.....	Ashton	Lee
MacGregor, Olive.....	Earlville	LaSalle
McCabe, Margaret.....	DeKalb	DeKalb
McCabe, Verna.....	Malta	DeKalb
McCarthy, Clement.....	Chicago	Cook
McConaughty, Editha.....	Rochelle	Ogle
McConnell, Hazel K.....	Hillsdale	Rock Island
McCormick, Anna Bernice.....	Harmon	Lee
McCune, Frances.....	Sheffield	Bureau
McDonald, Gertrude.....	Streator	LaSalle
McDonald, Rose C.....	Spring Valley	Bureau
McGlenn, Genevieve.....	Woodstock	McHenry
McKenna, Laura.....	Plainfield	Will
McLean, Kathryn.....	Steward	Lee
McLean, Sarah.....	Geneva	Kane
McMahon, Grace L.....	Amboy	Lee
McMahon, Mary Frances.....	Ohio	Bureau
McNames, Jessie Frances.....	Sycamore	DeKalb
McNeil, Bessie E.....	Rock Falls	Whiteside
McPartlin, Frances Marie.....	Joliet	Will
Maakestad, Agnes.....	Steward	Lee
Machamer, Bessie.....	Belvidere	Boone
Maher, Margaret.....	Sheffield	Bureau
Mallgren, Agnes Florence.....	Chicago	Cook
Mandeville, Stella.....	Winnebago	Winnebago
Manzer, Lutie.....	Lake Villa	Lake
Mareth, Anna.....	Grays Lake.....	Lake
Markee, Mildred.....	New Bedford	Bureau
Marshall, Jennie.....	Kirkland	DeKalb
Marston, Ava.....	McGirr	DeKalb
Martin, Anna.....	Huntley	McHenry
Matthews, Florence.....	Thomson	Carroll
Meade, Mary.....	E. St. Louis	St. Clair
Metcalf, Vera.....	Gurnee	Lake
Miller, Irene.....	Joliet	Will
Miller, Ruth.....	Milledgeville	Carroll
Mills, Grace Sanford.....	Wheaton	DuPage
Milne, Nellie.....	Rockford	Winnebago
Minssen, Herman.....	Sterling	Whiteside
Moore, Lillian E.....	Oak Park	Cook
Moore, Mary.....	DeKalb	DeKalb
Morehead, Bernice.....	Cherry Valley	Winnebago
Morgan, Ella L.....	Henry	Marshall
Morgan, Lillian.....	Sherrard	Mercer
Morris, Edith.....	Zion City	Lake
Morrison, Hazel.....	Pecatonica	Winnebago
Morrissey, Mary.....	Plainfield	Will
Morse, Gladys.....	Harvard	McHenry
Morton, Mary Mrs.....	Elgin	Kane
Mortimer, Hazel.....	Paw Paw	Lee

Name.	Town.	County.
Moses, Florence.....	Cedarville	Stephenson
Mowat, Jessie.....	Elgin	Kane
Mullican, Mae Edna.....	Winnebago	Winnebago
Mundee, Elvira.....	Libertyville	Lake
Munson, Ida.....	Beloit	Wisconsin
Murphy, Bessie.....	Seward	Winnebago
Murray, Laura.....	DeKalb	DeKalb
Myers, Florence.....	Streator	LaSalle
Nadelhoffer, Mayme.....	Downers Grove	DuPage
Nealin, Margaret.....	Woodstock	McHenry
Nealin, Sarah.....	Woodstock	McHenry
Nelson, Ora.....	DeKalb	DeKalb
Nelson, Virginia.....	DeKalb	DeKalb
Newman, Alice.....	Dixon	Lee
Norton, Alma.....	Rockford	Winnebago
Norton, Grace.....	Durand	Winnebago
Nuss, Isabel.....	Chicago	Cook
Nystrom, Esther.....	Rockford	Winnebago
O'Brien, John.....	Maple Park	Kane
Ohlmacher, Gertrude.....	Sycamore	DeKalb
Orr, Linnie Ross.....	Joliet	Will
Osbone, Emma.....	Streator	LaSalle
Page, Laura.....	Morris	Grundy
Pakan, Olga.....	Chicago	Cook
Parker, Maude.....	Harmon	Lee
Pasley, DeEstin.....	DeKalb	DeKalb
Patchul, Theresa.....	Chicago	Cook
Paulson, Esther.....	Kirkland	DeKalb
Pearson, Lena.....	Davis Junction	Ogle
Peck, Lillian.....	Sterling	Whiteside
Peebles, Edith.....	Waukegan	Lake
Pettenger, Ida.....	Steward	Lee
Petteys, Hazel.....	Tiskilwa	Bureau
Phelps, Ethel.....	Plano	Kendall
Phillips, Merrell Edith.....	DeKalb	DeKalb
Phillips, Mildred.....	Harvard	McHenry
Plank, Ethel C.....	Bristol	Kendall
Pooler, Emily.....	Waterman	DeKalb
Powell, Estella.....	Somonauk	DeKalb
Powell, Hazel.....	Somonauk	DeKalb
Pouse, Lillian.....	McHenry	McHenry
Pryor, Blanche.....	Princeton	Bureau
Race, Myrtle.....	Austin	Cook
Ramm, Alta.....	Pingree Grove	Kane
Ratliff, Grace.....	Decatur	Macon
Ratz, Margaret.....	Galena	Jo Daviess
Redelman, Lillian.....	Earlville	LaSalle
Redmond, John.....	McGirr	DeKalb
Reinhart, Edith.....	Spring Valley	Bureau
Reiter, Marie.....	Plainfield	Will
Reitz, Margaret.....	Toluca	Marshall
Renaud, Eugene.....	Chicago	Cook
Richmond, Jean.....	Waterman	DeKalb
Rigby, Mabel.....	Peru	LaSalle
Riley, Reta.....	Mineral	Bureau

Name.	Town.	County.
Rings, Grace.....	Marseilles	LaSalle
Robinson, Bessie.....	Streator	LaSalle
Robinson, Edith.....	Mendota	LaSalle
Rogers, Bessie.....	Sycamore	DeKalb
Rompf, Electa.....	Sycamore	DeKalb
Roose, Ethel.....	Sycamore	DeKalb
Ryan, Mary Evelyn.....	Chicago	Cook
Sandberg, Anna.....	Batavia	Kane
Sandford, Belle.....	Knoxville	Knox
Sawitoski, Clara.....	Wheaton	DuPage
Schaell, Anna.....	Washburn	Woodford
Schafer, Tula.....	Port Byron	Rock Island
Schinleber, Eva Mabel.....	Geneseo	Henry
Schmoock, Marie.....	Winnebago	Winnebago
Scholl, Grace.....	Kings	Ogle
Schriner, Carrie.....	Milledgeville	Carroll
Schrumm, Frances.....	Orangeville	Stephenson
Schryver, Lorena Martha.....	Chicago	Cook
Schultz, Cora.....	Palatine	Cook
Schultz, Martin.....	Coleta	Whiteside
Schwartz, Mrs. Jennie.....	Knoxville	Knox
Scott, Anna.....	Braidwood	Will
Seavey, Myrtie.....	Big Rock	Kane
Sederholm, Gerda.....	DeKalb	DeKalb
Sederholm, Lily.....	DeKalb	DeKalb
Sefton, Minnie.....	Summerfield	St. Clair
Severtson, Elsie.....	Ladd	Bureau
Shafer, Alta.....	Sharon	(Wisconsin)
Shattuck, Evangeline.....	Sycamore	DeKalb
Sheap, Harriet.....	Franklin Grove	Lee
Shelt, Nettie.....	Woodstock	McHenry
Sinclair, Earl.....	Winslow	Stephenson
Shoemaker, Ethel.....	Amboy	Lee
Smith, Edith.....	Genoa	DeKalb
Smith, Mabel.....	Rockford	Winnebago
Smith, Stella.....	New Boston	Mercer
Snow, Marguerite.....	Cortland	DeKalb
Snyder, Lila.....	Cherry Valley	Winnebago
Sorenson, Henry Richard.....	Park Ridge	Cook
Speaker, Edna.....	Richmond	McHenry
Sperry, Laura.....	DeKalb	DeKalb
Squires, Edna.....	Sheffield	Bureau
Stebbins, Dencie.....	Tulsa	(Oklahoma)
Stegmeir, Paul.....	DeKalb	DeKalb
Stein, Marguerite.....	Shabbona	DeKalb
Stephens, Mary E.....	Henry	Marshall
Stewart, Helen.....	Hinckley	DeKalb
Stewart, Miss Frank.....	Trevor	(Wisconsin)
Stichter Katherine Mary.....	Fulton	Whiteside
Strossman, Marion.....	Aurora	Kane
Studer, Emma.....	Gurnee	Lake
Sullivan, Anna.....	Kingston	DeKalb
Sullivan, Alice.....	Kingston	DeKalb
Swain, Zora.....	Tiskilwa	Bureau
Swanson, Raymond.....	Shabbona	DeKalb

Name.	Town.	County.
Swanson, Nathalia.....	Chicago	Cook
Sweeney, Helena.....	Harvard	McHenry
Sweet, Lillian.....	Batavia	Kane
Thies, Florence.....	Wheaton	DuPage
Thompson, Alice.....	Shabbona Grove	DeKalb
Thompson, Carrie.....	Steward	Lee
Thompson, Clara.....	Earlville	LaSalle
Thompson, Clara Julia.....	Davis	Stephenson
Thompson, Katharine.....	Apple River	Jo Daviess
Tiffany, Deedie.....	Antioch	Lake
Tiffany, Hazel.....	Antioch	Lake
Tinberg, Lillian.....	Rockford	Winnebago
Tobin, Raymond.....	Chicago	Cook
Toenjes, Ella.....	Chicago	Cook
Townley, G. Frank.....	Ladd	Bureau
Trotter, Mary.....	Decatur	Macon
Tucker, W. W.....	Kewanee	Henry
Tweed, Clara Lillian.....	DeKalb	DeKalb
Uhlhorn, Laura.....	Elmhurst	DuPage
Vanderheyden, Edna.....	Stockton	Jo Daviess
Vaughn, Wilbur.....	Winslow	Stephenson
Vincent, Agnes.....	Spring Valley	Bureau
Voight, Louetta.....	Freeport	Stephenson
Volberding, Malinda Caroline.....	LaGrange	Cook
Volker, Lillie.....	Barrington	Lake
Wagner, Carrie.....	Glen Ellyn	DuPage
Wagner, Louise	Batavia	Kane
Wagner, Lucy.....	Wheaton	DuPage
Waldorf, Lucy.....	Peru	LaSalle
Wallis, Bertha E.....	DeKalb	DeKalb
Walls, Frances.....	Rochelle	Ogle
Walrod, Jennie.....	Sycamore	DeKalb
Ward, Esda.....	Morris	Grundy
Watson, Cora.....	Genoa	DeKalb
Webster, Beatrice.....	Thomson	Carroll
Wellander, Esther.....	Sycamore	DeKalb
Wellander, Jennie.....	Sycamore	DeKalb
Wells, Alice.....	Pecatonica	Winnebago
Welty, Frances.....	Amboy	Lee
Wennerstrom, Lenore.....	Rockford	Winnebago
Wertz, Eva.....	Union	McHenry
Westbrook, Amy.....	Lyons	(Iowa)
Westwood, Susie.....	Streator	LaSalle
Wheeler, Marion.....	Wayne	DuPage
White, Ada E.....	DeKalb	DeKalb
Whyte, Mildred.....	N. Crystal Lake	McHenry
Williams, Beatrice.....	Oglesby	LaSalle
Williams, Florence.....	Rockford	Winnebago
Williams, Hattie.....	Warren	Jo Daviess
Wiltse, Anna.....	Urbana	Champaign
Wilson, Albert E.....	Chicago	Cook
Wing, Orion	Capron	Boone
Winn, Lora.....	Triumph	LaSalle
Winn, Louisa.....	Richmond	McHenry
Winn, Walter.....	Richmond	McHenry
Winter, Lucile.....	Hanover	Jo Daviess

Name.	Town.	County.
Wixom, Clara.....	Spring Valley	Bureau
Wixom, Genevieve.....	Spring Valley	Bureau
Wolfe, Frances.....	Harvard	McHenry
Wollensak, Florence.....	Sycamore	DeKalb
Woodworth, Bess.....	Marengo	McHenry
Worley, Mayme.....	Morrison	Whiteside
Wright, Anna.....	Malta	DeKalb
Wright, Harold G.....	DeKalb	DeKalb
Wright, Madge.....	DeKalb	DeKalb
Wright, Winifred.....	Aurora	Kane
Wyckoff, Cornelia Vanderween.....	Henry	Marshall
Yenerich, Wesley.....	Ashton	Lee
Yetter, Hazel.....	Steward	Lee
Young, Abbie R.....	Granville	Putnam
Young, Isabelle R.....	Streator	LaSalle
Young, Orma.....	Oswego	Kendall
Young, Vinnie.....	Granville	Putnam
Zollinger, Marguerite.....	Polo	Ogle

SUMMARY OF ATTENDANCE.

Specials	34
Art Course	3
Vocal Music Course	3
Domestic Science Course	13
Seniors	83
Two-year Course	102
Three-Year Course	80
Four-year Course	78
Summer Term	532
Total	928
Names counted twice	80
Total	848

TRAINING SCHOOL.

IN NORMAL BUILDING.

First Grade	27
Second Grade	19
Third Grade	29
Fourth Grade	24
Fifth Grade	17
Sixth Grade	32
Seventh Grade	9
Eighth Grade	37
	194

IN GLIDDEN SCHOOL.

First Grade	56
Second Grade	56
Third Grade	35
Fourth Grade	51
Fifth Grade	44
Sixth Grade	35

Seventh Grade	28	
Eighth Grade	33	338
		<hr/>
Total in Training School	532	
Total	1380	

COUNTIES REPRESENTED—39.

Boone	LaSalle	Stephenson
Bureau	Lawrence	Tazewell
Carroll	Lee	Warren
Champaign	McHenry	Whiteside
Cook	Macon	Will
DeKalb	Marshall	Winnebago
DuPage	Mason	Woodford
Grundy	Menard	(Arkansas)
Henry	Mercer	(Iowa)
Iroquois	Ogle	(Missouri)
Jo Daviess	Peoria	(Nebraska)
Kane	Pike	(New Mexico)
Kankakee	Putnam	(Oklahoma)
Kendall	Rock Island	(Pennsylvania)
Knox	Shelby	(South Dakota)
Lake	St. Clair	(Wisconsin)

ALUMNI REGISTER

CLASS OF 1900.

1. Bertram, Jennie Campbell, Idaho Falls, Idaho. 6 years.
2. Bush, Minnie M., Huntington, Ind. 10 years.
3. Chamberlin, Linnie (Mrs. M. F. Howells), Erie, Ill. 4 years.
4. Clark, Samuel C., Department of Agriculture, Washington, D. C. 10 years.
5. Flentje, Lewis E., Amboy, Ill. 4 years.
6. Gallagher, Margaret A., Evanston, Ill. 11 years.
7. Hamel, Cecelia, Evanston, Ill. 11 years.
8. Hamm, Eva Grace. Died in Sterling, Ill., Nov. 17, '06. 5 years.
9. Hausen, Minnie Adella, Wm. Penn. Nixon School, Chicago. 11 years.
10. Johnston, J. Winnifred, Oak Park, Ill. 5 years.
11. McCrea, Ida H., Creston, Ill. 7 years.
12. Martin, Lida C., Decatur, Ill. 11 years.
13. Mitchell, Elizabeth J. H. (Mrs. S. N. Rinde), Grafton, N. D. 7 years.
14. Mize, A. Roy, Byron, Ill. 8 years.
15. Patten, Mary L. (Mrs. M. D. Shipman), DeKalb, Ill. 2½ years.
16. Sweeney, Joanna R. (Mrs. Thomas P. Feely), Joliet, Ill. 7½ years.

CLASS OF 1901.

17. Baker, Lou (Mrs. D. L. Woodruff), Hamilton, Montana. 6 years.
18. Banks, Eleanor H., Morse School, Chicago, Ill. 10 years.
19. Bennett, Frank L., Supt. Public Schools, Franklin Grove, Ill. 9 years.
20. Beverly, Rhoda M., Aurora, Ill. 10 years.
21. Brock, Agnes C., Batavia, Ill. 9 years.
22. Carpenter, Bertha E. (Mrs. Campbell), Tucson, Arizona. 7 years.
23. Cornell, Edward M., Roswell, New Mexico. 5 years.
24. Crosby, Alice, Kewanee, Ill. 9 years.
25. Daehler, Marie E., Mount Carroll, Ill. 11 years.

26. DeYoung, Richard G., Curtis School, Chicago. 10 years.
27. Doolittle, Eleanor A. (Maywood), Aurora, Ill. 8 years.
28. Duffey, Margaret L., died in DeKalb, Ill., Nov. 26, 1906. 2 years.
29. Dunning, Jessie (Mrs. P. W. Dykema), 541 W. 124th St., New York City.
30. Ekdahl, Nellie, Lanark, Ill. 10 years.
31. Ferris, Birdie X. (Mrs. E. M. Frye), Rock Falls, Ill. 3 years.
32. Gagin, Mary I. (Mrs. W. E. McCormick), Rock Falls, Ill. 6½ years.
33. Gilpatrick, Mabel E., Chicago, Linne School. 10 years.
34. Greenough, Charles W., Grangeville, Idaho. 9 years.
35. Hamm, Mary Helen, Sterling, Ill. 9 years.
36. Hatch, Hattie E., Hibbing, Minn. 9 years.
37. Hatch, Rose L. (Mrs. H. H. Hunt), died July 30, 1911. 2 years.
38. Hennings, Stella A., Dundee, Ill. 5 years.
39. Herndon, Lena, Springfield, Ill. 5 years.
40. Huber, Crescenta, McCormick School, Chicago. 10 years.
41. Jordan, Estella (Mrs. F. L. Bennett), Franklin Grove, Ill. 2 years.
42. Lascelles, Ida B., Evanston, Ill. 10 years.
43. Lee, Eva Grace, Walden, Colo. 7 years.
44. Lloyd, William R., Oak Park, Ill. 1 year.
45. Lowman, Charles E., Prin. Pub. Schools, Forrester, Ill. 10 years.
46. MacMillan, Helen (Mrs. W. H. Allyn), Waverly, Ill. 5 years.
47. McBride, Charlotte M. (Mrs. D. E. Russell), Rockefeller, Ill. 7 years.
48. Meyer, Julia E., Marquette School, Chicago, Ill. 10 years.
49. Murtfeldt, Minnie A., Rockford, Ill. 10 years.
50. Myers, Nettie Daisy, Chadwick, Ill. 2 years.
51. Nelson, Sena C., Berthold, North Dakota. 8 years.
52. Obye, Katherine H., Galena, Ill. 9 years.
53. Patten, Elizabeth N. (Mrs. C. F. Toenniges), DeKalb, Ill. 1 year.
54. Phalen, Irene A. (Mrs. J. J. Cooney), Woodstock, Ill. 5 years.
55. Phillips, Eugene M., LaGrange, Ill. 7 years.
56. Poust, Roy Merton, Prin. High School, Milton, S. D. 9 years.
57. Ragland, Lewis W., Supt. City Schools, Greenfield, Ill. 8 years.
58. Scott, Clara L. (Mrs. F. Berger), Seattle, Wash. 5 years.
59. Smith, Mary M. (Mrs. C. E. Lowman), Forrester, Ill. 2 years.
60. Spence, Olive A. (Mrs. J. W. Carrin), Evanston, Ill. 4 years.
61. Taylor, Elizabeth, Tacoma, Wash. 10 years.
62. Walter, Cora V., Elgin, Ill. 4 years.
63. Watson, Edith M., Boulder, Colo. 1 year.
64. White, Adda M., Genoa, Ill. 1½ years.
65. Wright, Ivy S. (Mrs. Stuart L. Bartram), Oak Park, Ill. 9 years.

CLASS OF 1902.

66. Adams, Mildred (Mrs. Frank Robinson), Oregon, Ill. 2 years.
67. Bayley, Mary A. (Mrs. Fim Murra), Newton Center, Mass. 1 year.
68. Bodenschatz, Emily C., Student Teachers' College, N. Y. 8 years.
69. Boehringer, Cora L., Student Teachers College, New York City.
70. Brandt, Grace M., Metropolitan Business College, Chicago. 8 years.
71. Bratton, Maude E., Kankakee, Ill. 6 years.
72. Brundage, Kate A. (Mrs. Clarence B. Howard), Portland, Ore. 8 years.
73. Burns, Gertrude M., Madison, Ind. 7 years.
74. Cool, Mary F. (Mrs. L. S. Bowe), Bloomington, Ill. 5 years.
75. Dunbar, Pearl A., Elgin, Ill. 9 years.
76. Eades, Jessica M. (Mrs. David Marshall), Irving Park, Ill. 1 year.

77. Farr, Elsie F. (Mrs. David Madden), Rockford, Ill. 4 years.
78. Ferguson, Clarence H. 5 years.
79. Fitzpatrick, Margaret, Irving Park School, Chicago, Ill. 9 years.
80. Frederick, James Ivan, died in Chicago, January 10, 1908. 5½ years.
81. Garretson, Mary V. (Mrs. H. H. Vent), DeKalb, Ill. 4 years.
82. Garrity, Anna J. (Mrs. S. A. Crowley), Ottumwa, Iowa. 5 years.
83. Goodyear, Bertha D., Aberdeen, S. D. 8 years.
84. Gregory, Lottie B., Rockford, Ill. 9 years.
85. Griffith, Katherine M., Ashton, Ill. 2 years.
86. Gruenwald, Emma D., Highland Park, Ill. 9 years.
87. Hayes, Lenora B., Maywood, Ill. 9 years.
88. Hugett, Hattie V., Aurora, Ill. 7 years.
89. Kays, Victor C., Prin. State Agricultural School, Jonesboro, Ark. 4 years.
90. Lenahan, Carolyne (Mrs. Francis Withers), Grand Ledge, Mich. 7 years.
91. Lilley, Marion (Mrs. E. L. Woodward), Aurora, Ill. 4 years.
92. Lyons, Elizabeth E., Schley School, Chicago. 9 years.
93. Lyons, Louise G. (Mrs. Roche), Hampshire, Ill. 3 years.
94. Madden, David G., Rockford, Ill. 2 years.
95. Malone, Edward P., DeKalb, Ill.
96. Mitchell, Julia B., Fuller School, Chicago. 9 years.
97. Moffett, William R., Los Angeles, Cal. 1 year.
98. Ness, Henry, State Agricultural School, Jonesboro, Ark. 5 years.
99. Nichols, Edgar F., Supt. Public Schools, Delavan, Ill. 9 years.
100. Nilson, Elsie U. (Mrs. H. J. Bessesen), Harvey, N. D. 4 years.
101. Phibrock, Mrs. Maud S., Bisbee, Ariz. 3½ years.
102. Phillips, Ethel M. (Mrs. Allen R. Owen), Riverside, Ill. 8 years.
103. Porcheur, Eugene F., Los Angeles, Cal. 7 years.
104. Pratt, Ada A., Elgin, Ill. 6 years.
105. Rady, Agnes T., Blue Island, Ill. 2 years.
106. Reed, Edna B. (Mrs. Hoffman), Moline, Ill. 8 years.
107. Rice, Ethel V., Moseley School, Chicago, Ill. 9 years.
108. Richardson, Miriam D. (Mrs. J. D. Taplin), Belvidere, Ill. 3 years.
109. Robinson, Agnes G., Spry School, Chicago, Ill. 9 years.
110. Rowley, Edith, Quincy, Ill. 9 years.
111. Rowley, Lizzie W., Quincy, Ill. 9 years.
112. Sanford, Lewis R., Sycamore, Ill. 4 years.
113. Shields, Dorothy (Mrs. L. E. Patt), Aurora, Ill. 3 years.
114. Smith, Eda V. (Mrs. Pundt), Carpentersville, Ill. 4 years.
115. Sovereign, Edith P., Rockford, Ill. 9 years.
116. Starin, Mabel M., Wadsworth School, Chicago. 9 years.
117. Stiles, Mabel B. (Mrs. F. W. Castle), Elgin, Ill. 4 years.
118. *Stuart, Alta D., DeKalb, Ill. 9 years.
119. Wagner, Lillian E., Morgan Park, Ill. 9 years.
120. Williams, Bertha M., Sterling, Ill. 9 years.
121. Woodman, Edith (Mrs. W. G. Bliss), Maywood, Ill. 8 years.
122. Zilligen, Mamie, Harvey, Ill. 7 years.

*Received Diploma for Four-Year Course also, June 20, 1907.

CLASS OF 1903.

123. Ackert, James E., University of Illinois, Asst. in Zoology. 6 years.
124. Baird, Grace J., Urbana, Ill. 6 years.
125. Benedict, Mrs. Cora T., teacher N. I. S. N. S., DeKalb, Ill. 7 years.
126. Brainerd, Ethelyn (Mrs. C. C. Perkins), Pueblo, Colo. 3 years.
127. Clifford, Jean M., 5624 Calumet Ave., Chicago, Ill. 3 years.

128. Coburn, Golda (Mrs. George J. Downing), Dixon, Ill. 6 years.
129. Cody, Mary E., Aurora, Ill. 8 years.
130. Crapser, Jessamine, Evanston, Ill. 8 years.
131. Cunniff, Emma C., Hibbing, Minn. 8 years.
132. Dore, Catherine M., McCormick School, Chicago, Ill. 8 years.
133. Dowdall, Leonora E., Student Teachers College, N. Y. 7 years.
134. Elliott, Anna Gertrude, 5352 Indiana St., Chicago, Ill. 8 years.
135. Etling, Emma (Mrs. Dennison), Grand Rapids, Mich. 4 years.
136. Garretson, Alice I., Evanston, Ill. 7 years.
137. Glover, Bertha R., Ottawa, Ill. 8 years.
138. Goble, Viola S. (Mrs. A. Rosette), Minneapolis, Minn. 3 years.
139. Greenlee, Margaret, Argyle, Ill. 7 years.
140. Grimes, Effie M., Batavia, Ill. 7 years.
141. Gross, Lena (Mrs. C. J. Cody), Clearwater, Kan. 5 years.
142. Grove, Gertrude (Mrs. Fred H. Brundage), Milwaukee, Wis. 6 years.
143. Hausen, Henry W., Monroe School, Chicago. 8 years.
144. Hayes, Mrs. Katharine T., Melrose Park, Ill. 4 years.
145. Heald, Anna M. (Mrs. E. M. McDowell), Marseilles, Ill. 3 years.
146. Heuman, Edith E., Elgin, Ill. 8 years.
147. Hogan, Loretta A., Racine, Wis. 8 years.
148. Isaacson, Hulda C. (Mrs. David Teeple), Crivitz, Wis. 6 years.
149. Johnson, Mattie B., DeKalb Ill. Died in DeKalb, June 7, 1910. 4 years.
150. Keeler, Fred C., Peoria, Ill. 4 years.
151. Kiehle, Shirley, Evanston, Ill. 8 years.
152. Kruse, Anna C. (Mrs. G. J. Ball), Chicago, Ill. 6 years.
153. Leach, Bessie E., Elgin, Ill. 8 years.
154. Lucas, Paul Jackson. Died in Longmont, Colo., March 31, 1907. 3 years.
155. McLean, Addie L., Critic Teacher N. I. S. N. S., DeKalb, Ill. 8 years.
156. Mallin, Winnifred L., Tennyson School, Chicago, Ill. 8 years.
157. Marshall, Jeannie M., Elgin, Ill. 7 years.
158. Murra, Fim, Newton Center, Mass. 4 years.
159. O'Hare, Sadie M., Seneca, Ill. 8 years.
160. Paulson, Charlotte, Chicago, Austin Station. 7 years.
161. Paulson, Lillian (Mrs. Chas. W. Herscher), Charleston, W. Va. 7 years.
162. Pohl, Minnie H., Hayward, Cal. 7 years.
163. Pratt, Florence M., Peoria, Ill. 2 years.
164. Puffer, Hal E., Buffalo, N. Y. 3 years.
165. Robbie, Mary S. (Mrs. F. T. Perrin), Aurora, Ill. 5 years.
166. Spring, Nellie, Seattle, Wash. 8 years.
167. Stanton, Martha C. Died September 3, 1910.
168. Stetzler, Lloyd, Hibbing, Minn. 7 years.
169. Talmadge, Alice (Mrs. I. W. Ware), died in Oregon, Ill., August 9, 1907. 2 years.
170. Tazewell, Edna M., DeKalb, Ill. 8 years.
171. Thornton, Bessie A., Rockford, Ill. 8 years.
172. Van Epps, Ida M., student at Art Institute, Chicago. 6 years.
173. Wheaton, Elsie M. (Mrs. Mies), Saunemin, Ill. 5 years.
174. Wilson, Abbie J. (Mrs. T. Gunning), St. Charles, Ill. 3 years.
175. Wilson, Mary M., Lake Forest, Ill. 8 years.
176. Winne, Mrs. Mattie K., Burnside School, Chicago, Ill. 8 years.

CLASS OF 1904.

177. Adams, Nida Mary, Sterling, Ill. 6 years.
178. Alley, Mary, Libby School, Chicago. 6 years.
179. Alsterlund, Mabel A., Moline, Ill. 7 years.
180. Althouse, Homer D., Oregon, Ill. 3 years.
181. Baie, Tillie C., DeKalb, Ill. 7 years.
182. Banker, Grace L., Aurora, Ill. 7 years.
183. Bardmas, Dora Alice (Mrs. Ayers), Bonner's Ferry, Idaho. 6 years.
184. Barnsback, Birdie, St. Louis, Mo. 6 years.
185. Barradell, Albert E., student University of Illinois. 5 years.
186. Brant, Mary K., Otis School, Chicago. 7 years.
187. Brown, Mrs. Clara Ella, Waterloo, Ill. 7 years.
188. Bryant, Ethel F. (Mrs. E. J. Myers), Durango, Colo. 3 years.
189. Carolus, Edith M. (Mrs. J. G. Dieterle), Sterling, Ill. 2 years.
190. Coultas, Ethel M. (Mrs. O. G. Pike), Chicago, Ill. 2 years.
191. Cusator, Mary E., Cleveland, N. D. 6 years.
192. Davis, Alice Louise, River Forest, Ill. 6 years.
193. Dawson, Dorothy J., Aurora, Ill. 7 years.
194. Dearborn, Lydia W., Mass City, Mich. 5 years.
195. Ely, Ruth Torrey (Mrs. J. E. Berquist), Morgan Park, Ill. 3 years.
196. Fahrney, Florence K., Boise City, Idaho. 7 years.
197. Fuller, Mary E., Whittier, Cal. 5½ years.
198. Gibbs, Mildred (Mrs. I. J. Farrell), DeKalb, Ill. 1 year.
199. Gilpatrick, Emily L., Danville, Ill. 7 years.
200. Green, Alice E. (Mrs. Clifford Earle), St. Paul, Minn. 4 years.
201. Hendricks, Anna, Foster School, Chicago. 7 years.
202. Henning, Isabel V., Plano, Ill. 6 years.
203. Kelly, Katherine, St. Charles, Ill. 7 years.
204. Kingsbury, Mrs. Stella E., Tacoma, Wash. 7 years.
205. Kitson, Ethel V. A., Winnetka, Ill. 6 years.
206. Koehler, Elsa I., Rock Island, Ill. 7 years.
207. Langworthy, L. R., Superintendent, Tustin, Cal. 6 years.
208. Lotz, Cora S. (Mrs. L. F. Palmer), Aurora, Ill. 4 years.
209. McCleary, Lepha G., Chadwick, Ill. 5 years.
210. McEwan, Frances R., Riverside, Ill. 7 years.
211. McLean, Sarah, Streator, Ill. 6 years.
212. Mann, Jessie R., Laboratory Assistant N. I. S. N. S., DeKalb. 6 years.
213. Mason, Anna E., Riverside, Cal. 7 years.
214. Mitchell, Maude E. (Mrs. C. F. Otis), E. St. Louis, Ill. 5 years.
215. Nichols, Marvin, Asst. in Science, Mankato Normal School. 5 years.
216. Nicholson, Marguerite M., Brown School, Chicago. 6 years.
217. Patchin, Ethel M. (Mrs. L. E. Wolcott), Batavia, Ill. 1 year.
218. Peebles, Edith A., Waukegan, Ill. 7 years.
219. Pepper, Homer W., Streator, Ill. 6 years.
220. Peterson, Mary E. (Mrs. I. A. Wetzell), Sycamore, Ill. 5 years.
221. Plummer, Ruth, Redland, Florida. 6 years.
222. Redeker, Ella A., Elgin, Ill. 5 years.
223. Richardson, Alice M., Elgin, Ill. 7 years.
224. Ritzman, Floyd R., Supt. Pub. Schools, Elmhurst, Ill. 7 years.
225. Robson, Julia Louise, Jones School, Chicago. 7 years.
226. Roth, Lillian M., Rock Island, Ill. 7 years.
227. Rovelstad, Gudrun, Elgin, Ill. 5 years.
228. Scott, Maude E., Hedges School, Chicago, Ill. 7 years.
229. Selliken, Manda, Nixon School, Chicago, Ill. 7 years.
230. Smith, Clara B. (Mrs. Joseph Philbrick), Brooklyn, N. Y. 6 years.
231. Sweeney, Kathryn R., Lafayette School, Chicago, Ill. 7 years.

- 232. Talbot, Mary H. (Mrs. H. J. Mitchell), Joliet, Ill. 5 years.
- 233. Tazewell, Zada Z., died April 12, 1911. 4 years.
- 234. Tearney, Orville A., director of Manual Training, Galveston, Texas. 7 years.
- 235. Troxell, Eleanor, student Teachers College, New York. 6 years.
- 236. Vatter, Rose A., Wadsworth School, Chicago. 7 years.
- 237. Wahl, Lydia Ann., died in Beloit, Wis., Nov. 4, 1906. 2 years.
- 238. Ward, Lulu G. (Mrs. Carl Miller), Austin, Ill. 5 years.
- 239. Wetzell, Emma E., Elgin, Ill. 7 years.
- 240. Wiltse, John C., Cortland, Ill. 1 year.
- 241. Zimmer, Genevieve F., Moline, Ill. 7 years.
- 242. Zoller, Florence E. (Mrs. Ed. Duncan), DeKalb, Ill. 3 years.

CLASS OF 1905.

- 243. Baker Carolyn V., Santa Cruz, Cal. 6 years.
- 244. Baker, Evelyn D. (Mrs. C. J. Whiting), Gilroy, Cal. 4 years.
- 245. Barr, Gertrude P., Joliet, Ill. 6 years.
- 246. Calloway, Ezra S., Grand Junction, Colo. 4 years.
- 247. Carmichael, Edith C. (Mrs. Morris Markham), St. Louis, Mo.
- 248. Cary, Charlotte L., Seattle, Wash. 6 years.
- 249. Cockfield, Mabel, Aurora, Ill. 6 years.
- 250. Conley, Chas. C., Prin. Public Schools, Salina, Utah. 5 years.
- 251. Dart, Augusta S., Rock Island, Ill. 6 years.
- 252. Dewey, Mabel J., assistant in English N. I. S. N. S., DeKalb 4 years.
- 253. Donovan, Mabel W., Woodstock, Ill. 5 years.
- 254. Dunn, Elizabeth M., Tacoma, Wash. 6 years.
- 255. Du Von, Mabel T., Chicago Heights, Ill. 6 years.
- 256. Elliot, Mary Gertrude, Seattle, Wash. 6 years.
- 257. Farr, Alvin I., Des Moines, Iowa. 4 years.
- 258. Grimwood, Ada J., Avondale School, Chicago, Ill. 6 years.
- 259. Haight, Irene G., Evanston, Ill. 5 years.
- 260. Hartwell, Julia M., Morgan Park. 5 years.
- 261. Harvey, Edith M., Lake Forest, Ill. 6 years.
- 262. Higginbotham, Helen, Elgin, Ill. 6 years.
- 263. Hurley, Coila Pearl, St. Charles, Ill. 6 years.
- 264. James, Nellie (Mrs. H. F. Schell), Yorkville, Ill. 6 years.
- 265. Johnson, Lillie A., Batavia, Ill. 5 years.
- 266. Jordan, DeEtta J., Salt Lake City, Utah. 5 years.
- 267. King, Lora G., DeKalb, Ill. 3 years.
- 268. McChesney, Caroline R., Myra Bradwell School, Chicago. 5 years.
- 269. Mercer, Irene, Columbus, Wis. 4 years.
- 270. Montgomery, Grace A. (Mrs. C. C. McCune), Polk, Neb. 2 years.
- 271. Mull, Cora E., Ray School, Chicago. 6 years.
- 272. Nashold, Fred W. 1 year.
- 273. Nelsen, Annie, Irving Park School, Chicago. 6 years.
- 274. Nelsen, Flora G. (Mrs. J. A. Clyde), Maple Park, Ill. 2 years.
- 275. Partridge, Charlotte R., student in Art Institute, Oak Park, Ill. 5 years.
- 276. Partridge, Eleanor O. (Mrs. A. J. Harris), Oak Park. 3½ years.
- 277. Patten, Sarah Elizabeth, student University of Colorado. 5 years.
- 278. Rahn, Mrs. Alida, Morse School, Chicago. 6 years.
- 279. Reed, Myrtle A. (Mrs. Fred Goble), Calipan, Mindora, P. I.
- 280. Reichardt, John H., Grand Haven, Mich. 3 years.
- 281. Rowley, Bess, Lanark, Ill. 6 years.
- 282. Samter, Gertrude (Mrs. C. F. Lewis), Marengo, Ill. 3 years.

- 283. Shea, John F. E., La Salle, Ill. 4 years.
- 284. Skiles, James Roy, Prin. Training School N. I. S. N. S.. 5 years.
- 285. Truax, Allison E., Prin. Public Schools, Chadwick, Ill. 6 years.
- 286. Turner, Edith C., Flagstaff, Arizona. 4 years.
- 287. Way, Flora, Harvey, Ill. 6 years.
- 288. West, Dorothy R., Decatur, Ill. 6 years.
- 289. Wilson, Mae E. (Mrs. J. A. Meeker), New York City. 2½ years.
- 290. Zellar, Vera P. (Mrs. W. H. Parker), Plano, Ill. 1 year.

CLASS OF 1906.

- 291. Anderson, Hilma A., Moline, Ill. 5 years.
- 292. Andrews, Sybil E., Woodstock, Ill. 4 years.
- 293. Austin, Catherine J., Woodstock, Ill.
- 294. Austin, Vida A., student University of Illinois. 1 year.
- 295. Bragg, Edna O., Mendota, Ill. 5 years.
- 296. Brenneman, Erna M., Helena, Montana. 4 years.
- 297. Broderick, Mary F., Marquette School, Chicago, Ill. 5 years.
- 298. Byers, Grace I. (Mrs. F. S. Hadfield), Cincinnati, O. 1 year.
- 299. Challand, Grace, student University of Illinois. 2 years.
- 300. Chase, Eleanor D., Rockford, Ill. 5 years.
- 301. Cooley, Anna, Grant's Pass, Ore. 4 years.
- 302. Davidson, Roxalena, LaGrange, Ill. 4½ years.
- 303. Devine, Laura Gedge (Mrs. P. A. Singer), Chicago, Ill. 3 years.
- 304. Dieffenthaler, Susie, Freeport, Ill. 5 years.
- 305. Dobbin, Anna M., Cheyenne, Wyo. 5 years.
- 306. Eck, John W., student University of Illinois. 3 years.
- 307. Edwards, Gertrude, Peru, Ill. 5 years.
- 308. Erb, Mabel A., Waukegan, Ill. 5 years.
- 309. Erwin, Emma, Chicago Heights, Ill. 5 years.
- 310. Fellows, Abbie M., Springfield, S. D. 5 years.
- 311. Finkenbinder, Walter, Prin. Pub. School, Port Byron, Ill. 4 years.
- 312. Glidden, Josephine F., Hinsdale, Ill. 5 years.
- 313. Grattelo, Florence A., Streator, Ill. 5 years.
- 314. Hanrahan, Alice K., Delavan, Wis. 3 years.
- 315. Hayward, Olive M., Janesville, Wis. 1 year.
- 316. Heine, Anna M., Tacoma, Wash. 5 years.
- 317. Hesselbaum, Caroline, Evanston, Ill. 5 years.
- 318. Kays, Donald J., student University of Illinois. 3 years.
- 319. Kemp, Elizabeth, M., East Chicago, Ind. 5 years.
- 320. Kleckner, Bertha D., West Allis, Wis. 3 years.
- 321. Kochsmeier, Meta E., E. Freeport, Ill. 5 years.
- 322. Lewis, Julia (Mrs. W. G. Fraser), Lowell, Ariz. 1 year.
- 323. McDole, Ada C. (Mrs. C. W. Manning), Lombard, Ill. 5 years.
- 324. McQueen, Virginia, Longmont, Colo. 3 years.
- 325. Meese, Lillian G. (Mrs. Theodore Kolb), Moline, Ill. 3 years.
- 326. Morse, Maude B. (Mrs. George Sawyer), Oasis, Neb. 3 years.
- 327. Muzzey, Bertha M. (Mrs. Lawrence Morrison), DeKalb, Ill. 1 year.
- 328. Nelson, Lucile A., Decatur, Ill. 5 years.
- 329. Newton, Clara B., Belvidere, Ill. 4 years.
- 330. Noel, Corinna (Mrs. Gilbert Traveller), Alamosa, Colo. 4 years.
- 331. Overholser, Vinnie, Chicago Heights, Ill. 5 years.
- 332. Parker, Cecile M., Oak Park, Ill. 1½ years.
- 333. Perry, L. Day, Supervisor Manual Training, Joliet, Ill. 5 years.
- 334. Peterson, Alma G., DeKalb, Ill. 5 years.
- 335. Phillips, Edith M., Elgin, Ill. 5 years.
- 336. Quinlan, Katharine, Forest Park, Ill. 5 years.

337. Rodger, Mary J., Gardner, Ill. 5 years.
338. Rosencrans, Mae (Mrs. Griffith Humphrey), Chicago, Ill. 2 years.
339. Runner, Edna M., Seattle, Wash. 5 years.
340. Schell, Harmon F., Prin. Public Schools, Yorkville, Ill. 5 years.
341. Schneider, Emma D. (Mrs. A. Pecks), Chicago, Ill. 3 years.
342. Seneff, Bertha A., Rock Falls, Ill. 5 years.
343. Sherwood, Golda F., DeKalb, Ill. 5 years.
344. Spoor, Gertrude J., Chicago, Ill. 5 years.
345. Swift, Olive, DeKalb, Ill. 2½ years.
346. Tanner, Florence M., student University of Illinois. 4 years.
347. Townley, Carrie E., Elizabeth, N. J. 5 years.
348. Vanderveer, Hazel W., Elgin, Ill. 5 years.
349. Vial, Sarah A., student University of Illinois. 3 years.
350. Walker, Joseph R., Prin. Public Schools, Ohio, Ill. 5 years.
351. White, Grace, Hinckley, Ill. 5 years.
352. Wichman, Hannah L., Lead, S. D. 5 years.
353. Wiswall, Hazel A., Hartwell, O. 1 year.
354. Wiswall, Vera M., DeKalb, Ill.
355. Worthington, Ethel, River Forest, Ill. 5 years.
356. Wright, Clark G., Prin. Pub. Schools, Lombard, Ill. 5 years.

CLASS OF 1907.

357. Brennan, Lucie A., student University of California, Berkeley, Cal. 3 years.
358. Briggs, Elda Gertrude, Franklin, Neb. 4 years.
359. Bryant, Emma F. (Mrs. D. M. Swarthout), Oxford, Ohio. 1 year.
360. Carbonell, Marianao, Manila, P. I. 4 years.
361. Carpenter, Helen F., critic Normal School, Bloomsburg, Pa. 4 years.
362. Chamberlain, Maude E., Crow Creek Agency, S. D. 2 years.
363. Cole, Francis W., Prin. Public Schools, Naperville. 4 years.
364. Connell, I. Fern, Waukegan, Ill. 4 years.
365. Cornell, William S., Sugar Grove, Ill. 2 years.
366. Crumb, Frances, Rockford, Ill. 4 years.
367. Dean, Dolly I., Todd Seminary, Woodstock, Ill. 3 years.
368. Drury, Aldana A., Park Ridge, Ill. 4 years.
369. Evans, Lewellen Hunt, Waukegan, Ill. 4 years.
370. Fay, Bertha Harmon, Sterling, Ill. 4 years.
371. Freeland, Viola, Thatcher, Arizona. 4 years.
372. Gale, Alberta, Freeport, Ill. 4 years.
373. Grube, Anna L., Detroit, Mich.
374. Hammond, Jane B., DeKalb, Ill. 4 years.
375. Hayford, Mildred, Waukesha, Wis. 4 years.
376. Hiland, Ada A. (Mrs. J. G. Marshall), DeKalb, Ill. 2 years.
377. Horan, Sallie, DeKalb, Ill., student Potsdam, N. Y. 3 years.
378. Johnson, Grace V., Moline, Ill. 4 years.
379. Klamser, Elsie M., Aurora, Ill. 4 years.
380. Lane, Gilberttena, Los Angeles, Cal. 4 years.
381. Lunde, Hattie J., South Bend, Ind. 3 years.
382. Lundgrin, Effie, Elgin, Ill. 4 years.
383. McAllister, Josephine, Seattle, Wash. 4 years.
384. McNerney, Winifred, Elgin, Ill. 4 years.
385. Mallin, Maud, River Forest, Ill. 4 years.
386. Miller, Emily E., Lake Bluff, Ill. 4 years.
387. Mitchell, Ethelyn, Elgin, Ill. 4 years.
388. Morris, Mylitta, Rocky Ford, Colo. 4 years.
389. Nera, Antonio, Manila, P. I. 4 years.

- 390. Newcomer, Edna (Mrs. Olwin), Big Timber, Montana.
- 391. Nilson, Minnie A., Sycamore, Ill. 4 years.
- 392. Obye, Harriet, Cody, Wyo. 4 years.
- 393. Olsen, Mabel E., Elgin, Ill. 4 years.
- 394. Peterson, Emma W., Wauhoo, Neb. 4 years.
- 395. Ramirez, Gregorio, Bokawe Bulacan, P. I. 4 years.
- 396. Richardson, Ivy A., Richmond, Ill. 3 years.
- 397. Rodger, Sarah M., Gardner, Ill. 3½ years.
- 398. Ross, Hilma L., Principal Haish School, DeKalb, Ill. 4 years.
- 399. Sagle, A. Mae, Sterling, Ill. 4 years.
- 400. Sarbaugh, Edith E., Oak Park, Ill. 4 years.
- 401. Saxton, Ruth, Belvidere, Ill. 4 years.
- 402. Schnebly, Jennie, Pasadena, Cal. 3 years.
- 403. Shoger, Mary C., Aurora, Ill. 4 years.
- 404. Sholes, Ruth W., Sioux City, Iowa. 2½ years.
- 405. Slater, Berdella, Waukegan, Ill. 4 years.
- 406. Smith, Grace P., Geneva, Ill. 4 years.
- 407. Starring, Adaline Pomona, Cal. 4 years.
- 408. Stephens, Bessie E. (Mrs. John S. Valentine), Sycamore, Ill. 3 years.
- 409. Stevenson, Genevieve, St. Charles. 4 years.
- 410. Stockley, Esther Lucile (Mrs. W. W. Bruner), Anacortes, Wash. 3 years.
- 411. Swarthout, Alice M., Jackson, Mich. 4 years.
- 412. Thomson, Martha, Ludington, Mich. 4 years.
- 413. Uthoff, Mary L., Princeton, Ill. 4 years.
- 414. Voigt, Alfreda, Freeport, Ill. 4 years.
- 415. Ward, Mabel C., Elgin, Ill. 4 years.
- 416. Woodburn, Mary L., Maywood, Ill. 4 years.

CLASS OF 1908.

- 417. Adams, Alice V., Batavia, Ill. 3 years.
- 418. Adams, Helen, Forest Park, Ill. 3 years.
- 419. Arntzen, Inga I., Batavia, Ill. 3 years.
- 420. Arreza, Lino, Cantilan Surigao, P. I. 3 years.
- 421. Bechstein, Rosalie D. (Mrs. H. H. Moriarity), Mokena, Ill. 2 years.
- 422. Benson, Stella, Newhall, Cal. 3 years.
- 423. Bockius, Dorothy O. (Mrs. C. A. Anderson), Portland, Ore. ½ year.
- 424. Borwell, M. Irene, La Grange, Ill. 3 years.
- 425. Brakel, Anna E., Seattle, Wash. 3 years.
- 426. Britton, Gladys I., Elgin, Ill. 3 years.
- 427. Brown, Roberta, student University of Illinois. 2 years.
- 428. Burgess, Alice M., Chicago Heights, Ill. 3 years.
- 429. Byers, Bella A., Kirkland, Ill. 3 years.
- 430. Campbell, Ruth F., Elgin, Ill. 3 years.
- 431. Carney, Mary Vance, Marseilles, Ill. 3 years.
- 432. Chelseth, Amelia C., Elgin, Ill. 3 years.
- 433. Cody, Irene M., Chicago Heights, Ill. 2 years.
- 434. Courts, Bertha M., Oak Park, Ill. 3 years.
- 435. Cushing, Irene M., Chicago Heights, Ill. 3 years.
- 436. Dearlove, Carol M., Des Plaines, Ill. 3 years.
- 437. Dixon, Floy L., Lake Forest, Ill. 2 years.
- 438. Earle, Ruth S., Geneva, Ill. 3 years.
- 439. Elder Elsie K., Des Plaines, Ill. 3 years.
- 440. Finkenbinder, Erwin, student Clark University.
- 441. Fitch, Mary, critic Glidden School, DeKalb. 3 years.
- 442. Foster, Nellie Mae, Seattle, Wash. 3 years.

443. French, Catherine Rachel, Elmhurst, Ill. 3 years.
444. Friesenecker, Emma K., Galena, Ill. 3 years.
445. Fulton, Laura M., Steger, Ill. $2\frac{3}{4}$ years.
446. Gilbert, Clara S., Rock Falls, Ill. 3 years.
447. Hall, Homer, student University of Illinois. $1\frac{1}{2}$ years.
448. Hamilton, Edith S. (Mrs. William Treziyulny), Byron, Ill. 2 years.
449. Hanrahan, Mae H., DeKalb, Ill. 3 years.
450. Hartwell, Laura S., Paw Paw, Ill. 3 years.
451. Hartwell, Louise S., Paw Paw, Ill. 2 years.
452. Hazeman, Amanda, Leland, Ill. 2 years.
453. Hebert, Edith H., Evanston, Ill. 3 years.
454. Heitter, Martin Luther, Des Moines, Iowa. 1 year.
455. Hendricks, Hazel D. (Mrs. A. B. Mathew), Round Grove, Ill. 2 years.
456. Henry, Florence L., Elgin, Ill. 3 years.
457. Herrick Helen F. (Mrs. W. F. Martin), DeKalb, Ill. 3 years.
458. Holley, Charles E., student University of Illinois. 2 years.
459. Holt, Marx, student University of Chicago. 2 years.
460. Jacobs, Nellie M., Rock Falls, Ill. 3 years.
461. Jaquish, Bessie, Minneapolis, Minn. 3 years.
462. Jensen, Emma, Elgin, Ill. 3 years.
463. Johnston, Alma M., St. Charles, Ill. 3 years.
464. Kays, Albert R., Kewanee, Ill. 1 year.
465. Kendel, Esta, Billings, Mont. 3 years.
466. Kissick, Eena, Tiskilwa, Ill. 3 years.
467. Kitterman, Marion, Tiskilwa, Ill. 3 years.
468. Koch, Clara L., Sandwich, Ill. 3 years.
469. Langwill, Martha C., Rockford, Ill. 3 years.
470. Leonard, Margaret B., Riverside, Ill. 3 years.
471. Lester, Mary M., Waukegan, Ill. 3 years.
472. Long, Ione B., Elgin, Ill. 3 years.
473. Love, Ethel L. Leaf River, Ill. 3 years.
474. Lundberg, Elva, student U. of W. 2 years.
475. McAllister, Bessie L., Seattle, Wash. 3 years.
476. McIntyre, Belle M., Hanover, Ill. 2 years.
477. Madden, Irwin A., student University of Illinois. 2 years.
478. Madden, J. Warren, student University of Illinois. 1 year.
479. Manley, Pearl, La Grange, Ill. 3 years.
480. Maxson, Evelyn, Waukegan, Ill. 3 years.
481. Miner, Nina V. (Mrs. Arthur G. Mayo), Rockford, Ill. 3 years.
482. Mork, Anna L., Belvidere, Ill. $2\frac{1}{2}$ years.
483. Morris, Jennie M., Rochelle, Ill. 3 years.
484. Nash, Clara A., Elizabeth, Ill. 3 years.
485. Nye, Kate E., Cambridge, Ill. 3 years.
486. O'Donnell, Mabel C., Aurora, Ill. 3 years.
487. Ohlmacher, Gertrude A., Sycamore, Ill. 2 years.
488. O'Kane, Wm. H., Roseberry, Idaho. 3 years.
489. O'Neil, Nora Irene (Mrs. Lucius Stone), Maywood, Ill. 2 years.
490. Orner, Elizabeth A., Rock Falls, Ill. 3 years.
491. Parker, Edith A., Clare, Ill. 2 years.
492. Petteys, Hazel Tiskilwa, Ill. 3 years.
493. Powers, Elizabeth B., Twin Falls, Idaho. 3 years.
494. Puffer, Ray H., Prin. Pub. Schools, Malta, Ill. 3 years.
495. Raup, Ethel, Oak Park, Ill. 3 years.
496. Roan, Rose N., Hebron, Ill.
497. Roberts, Nellie G., Franklin Grove, Ill. 2 years.
498. Roe, Elizabeth R., Benson, Ill. 3 years.
499. Rorig, Gertrude E., Elgin, Ill. 3 years.

- 500. Rowley, Frances Josephine, Oak Park, Ill. 3 years.
- 501. Rowley, Nell M., Chicago Heights, Ill. 3 years.
- 502. Safford, Ruth B., Asst. in English, Agricultural College, Ames, Iowa.
3 years.
- 503. Stokes, Blanche M., Riverside, Cal. 3 years.
- 504. Stoller, Marie, Paw Paw, Ill. 3 years.
- 505. Stott, Mina E., La Grange, Ill. 3 years.
- 506. Swift, Ethel V., DeKalb, Ill. 2 years.
- 507. Tennant, Elizabeth A., Elgin, Ill. 3 years.
- 508. Tenney, Bessie P., Downers Grove, Ill. 3 years.
- 509. Toline, Hilma C., Moline, Ill. 3 years.
- 510. Toms, Estelle M., Oak Park, Ill. 3 years.
- 511. Van Galder, Marion M., Byron, Ill. 3 years.
- 512. Vroom, Elma, Twin Falls, Idaho. 3 years.
- 513. Ward, Beatrice G., West Chicago, Ill. 3 years.
- 514. Wilder, Louise M., DeKalb, Ill. 3 years.
- 515. Wray, Margaret S., West Point, Neb. 3 years.
- 516. Young, Margaret A., Palatine, Ill. 3 years.

CLASS OF 1909.

- 517. Atkins, Grace B., Des Plaines. 2 years.
- 518. Badgley, Ila G., DeKalb, Ill. 2 years.
- 519. Ballou, Fannie L., Riverside, Ill. 2 years.
- 520. Barnes, Florence A., Tucson, Ariz. 2 years.
- 521. Bautista, Santiago, Prin. San Isidro, P. I. 2 years.
- 522. Bollinger, Florence, Batavia. 2 years.
- 523. Boomer, Marion J., Paw Paw. 2 years.
- 524. Borman, Mabel M., Morrison. 2 years.
- 525. Bowers, Mildred G., Shabbona. 2 years.
- 526. Brezer, Mollie C., Kooskia, Idaho. 1 year.
- 527. Brothers, Clark A., Supt. Schools, Dwight. $\frac{1}{2}$ year.
- 528. Burgess, Agnes G., Chicago Heights. 2 years.
- 529. Campbell, Mildred A. (Mrs. D. P. Edgar), Chicago.
- 530. Carney, Mabel, State Normal School, Cheney, Wash. 1 year.
- 531. Cecil, Jessie L., student University of Illinois.
- 532. Cody, Hortense M., Aurora. 2 years.
- 533. Collin, Signe O., DeKalb. 2 years.
- 534. Cook, Ray N., Park Ridge. 2 years.
- 535. Coultas Avis, Evanston. 2 years.
- 536. Coveny, Anna G., Stockton. 2 years.
- 537. Crandall, Mercy E., Beloit, Wis. 2 years.
- 538. Dalziel, Agnes M., Waukegan. 2 years.
- 539. Dietmeyer, Ethel M., Waukegan. 2 years.
- 540. Dudley, Pearl, Wheaton. 1 year.
- 541. Eck, Josephine A., student University of Illinois.
- 542. Emmert, Emma J., DeKalb. (Rural.) 2 years.
- 543. Ericson, Josie C., Las Vegas, N. M. 1 year.
- 544. Erwin, Elizabeth, Chicago Heights. 2 years.
- 545. Fifield, Verna E., Sterling. 2 years.
- 546. Fisher, Clara L., Evanston. 2 years.
- 547. Fraser, Blanche E., Elizabeth. 2 years.
- 548. Garrett, Jessie, Joy. 2 years.
- 549. Givens, Ellsworth W., Shattuck School, Fairbault, Minn. 2 years.
- 550. Godehn, Ruth, Oak Park. 2 years.
- 551. Hiland, Marietta R., DeKalb. 1 year.
- 552. Hobbs, Maud, Batavia. 2 years.

553. Hoffman, Edith M., Park Ridge. 2 years.
554. Hope, Irene M., Forest Park. 2 years.
555. Ivy, Edna M., E. Chicago, Ind. 2 years.
556. Jones, Lillian S., Chicago Heights. 2 years.
557. Kepner, Edna M., Lena. 1 year.
558. King, Annie Elizabeth, student University of Wisconsin. 1 year.
559. King, Helen A., Elgin. 2 years.
560. Larson, Eva, Streator. 2 years.
561. Lenzen, Mary, Princeton. 2 years.
562. Lewis, Pauline C., Chicago. 2 years.
563. Love, Floyd R., Stockton, Cal. 2 years.
564. McClatchey, Jessie, Rockford. 2 years.
565. McCormick, Julia, Barrington. 2 years.
566. McMurry, Donald L., student Beloit College.
567. Melville, Zoe (Mrs. Arthur Balcom), Wasco. 1 year.
568. Miller, Lulu A., Rock Falls. 2 years.
569. Moorhead, Marie A., Lisle. 2 years.
570. Morgenthaler, Edna, Onarga. 2 years.
571. Morris, Dessa Belle, Sterling. 2 years.
572. Morris, Kittie B., Lyndon. 2 years.
573. O'Connor, Mary A., Freeport. 2 years.
574. Plant, Ethel M., student University of Wisconsin. 1 year.
575. Raplee, Mildred, Malta. 2 years.
576. Rogers, Bessie L., Batavia. 2 years.
577. Root, Florence E., Waterman. 2 years.
578. Rowley, Pearl D., Libertyville, Ill. 1 year.
579. Seavey, Ruth E., Downer's Grove. 2 years.
580. Sheriff, Ethel R., Oak Park. 2 years.
581. Small, Fayette R., Prin. S. Wilmington. 2 years.
582. Smith, Florence M., Streator. 2 years.
583. Stevens, Eva E., Savanna. 2 years.
584. Taylor, Nina C., Downer's Grove. 2 years.
585. Thackaberry, Mamie (Mrs. A. J. Stauber), Streator. 1½ years.
586. Thelander, Anna E., Batavia. 2 years.
587. Thomas, Esther E. (Mrs. Wynn L. Ohlnacher), Sycamore. 2 years.
588. Thompson, Launa, Aledo, Ill. 2 years.
589. Willment, Rosamond, Oak Park. 2 years.
590. Wilson, Beatrice H., Aurora, Ill. 1 year.
591. Woodburn, Roy M., Faribault, Minn. 2 years.
592. Woodley, Helen Jane, Highland Park. 2 years.

CLASS OF 1910.

593. Adamson, Georgia Sarah, Geneva, Ill. 1 year.
594. Anderson, Alice B., Herscher, Ill. 1 year.
595. Andrews, Edith H., Hawthorne, Ill. 1 year.
596. Bahr, Alice May, Glen Ellyn, Ill. 1 year.
597. Barr, Rita Mildred, Cary Station, Ill. 1 year.
598. Barron, Louese, Chicago Heights, Ill. 1 year.
599. Bemisderfer, Katharine, Kankakee, Ill. 1 year.
600. Bickford, Helen Grace, Elmhurst, Ill. 1 year.
601. Billig, Florence Grace, Polo, Ill. 1 year.
602. Bishop, Georgia Isabel, Monmouth, Ill. 1 year.
603. Boom, Sara Lorento, Streator, Ill. 1 year.
604. Brenneman, Elsa, McNabb, Ill. 1 year.
605. Briggs, Leah, Elgin, Ill. 1 year.
606. Brownell, Ada Cecelia, Boston, Mass. 1 year.

607. Carmichael, A. Marguerite, Malta, Ill. 1 year.
608. Carroll, Mary Elva, Maywood, Ill. 1 year.
609. Cheatle, Maude S., Glen Ellyn, Ill. 1 year.
610. Cooper, M. Bessie, Critic Teacher, N. I. S. N. S., DeKalb, Ill. 1 year.
611. Corey, Dorothy, DeKalb, Ill. 1 year.
612. Corkell, Delphine Zerelda, Chicago, Ill.
613. Cortright, Cecile J., Dixon, Ill. 1 year.
614. Crowder, Mae Grace, Warren, Ill. 1 year.
615. Davis, Lillian E., Arlington Heights, Ill.
616. Diedrich, Anna, Rochelle, Ill. 1 year.
617. Doyle, Helen, Waukegan, Ill. 1 year.
618. Engelbrecht, Elma C., Elgin, Ill. 1 year.
619. Eriksen, Louise Julia, Fulton, Ill. 1 year.
620. Frederick, Helen Hall, Urbana, Ill. 1 year.
621. Fuller, Lulu Mae (Mrs. Will Barker), DeKalb, Ill. $\frac{1}{2}$ year.
622. Gage, M. Edna, Elgin, Ill. 1 year.
623. Gale, Mamie Alice, Oak Park, Ill. 1 year.
624. Geoffroy, Elsin A., Streator, Ill. 1 year.
625. Gumz, Martha Emily, Aurora, Ill. 1 year.
626. Hammett, Dorothy Breese, DeKalb, Ill. 1 year.
627. Harris, Blanche Holmes, Gardner, Ill. 1 year.
628. Hatch, Neva Pearl, Wenona, Ill. 1 year.
629. Hill, Jessie Mae, Maywood, Ill. 1 year.
630. Hoffman, Blandina, Brook Park, Minn. 1 year.
631. Holliston, Alice, Oak Park, Ill. 1 year.
632. Howatt, Margaret Bain, Rochelle, Ill. 1 year.
633. Johnson, Myra M., Streator, Ill. 1 year.
634. Johnston, Howard Nash, Prin. Public Schools, Kingston, Ill. 1 year.
635. Jones, Mary Edith, Maywood, Ill. 1 year.
636. Kays, Mark, Magnolia, Ill.
637. Kern, Esther, McNabb, Ill. 1 year.
638. Kirk, Mrs. Susie, Decatur, Ill. 1 year.
639. Kocher, Lillian A., Elgin, Ill. 1 year.
640. Koeller, Minnie N., Colvin Park, Ill.
641. Kuble, Marie, Chicago Heights, Ill. 1 year.
642. Laible, Lavina, Durand, Ill. 1 year.
643. Lobdell, Gertrude Mae, Student Teachers College, New York.
644. Lucas, Bessie M., Long Beach, Cal.
645. Luetke, Grace, Lombard, Ill. 1 year.
646. McGrath, Robert T., Prin. Public Schools, Kirkland, Ill. 1 year.
647. Mahaffey, Hazel, DeKalb, Ill. 1 year.
648. Marsh, Rose Mae, Chicago Heights, Ill. 1 year.
649. Middleton, Mary Mabel, Sycamore, Ill. 1 year.
650. Midgeley, Alice Mary, Elgin, Ill. 1 year.
651. Muladore, Nellie, Aurora, Ill. 1 year.
652. Murray, Anna Laura, DeKalb, Ill. 1 year.
653. Nilson, Pearl J., DeKalb, Ill. 1 year.
654. Noltemeier, Ella Frances, Streator, Ill. 1 year.
655. O'Brien, Walter L., Prin. Public Schools, Newark, Ill. 1 year.
656. Osmun, Isabel Hazel, Malta, Ill. 1 year.
657. Paddock, Lucile, Chicago Heights, Ill. 1 year.
658. Perry, Hazel Dell, Oak Park, Ill. 1 year.
659. Peterson, Cora J., Streator, Ill. 1 year.
660. Phillips, Cora Mae, Streator, Ill. $\frac{1}{3}$ year.
661. Porter, Ruth Elizabeth, DeKalb, Ill. 1 year.
662. Randall, Claude W., Prin. Public Schools, Wenona, Ill. 1 year.
663. Reitsch, Lillian, Streator, Ill. 1 year.

- 664. Robertson, Eunice, Sioux Falls, S. D. 1 year.
- 665. Rogers, Mae, Elgin, Ill. 1 year.
- 666. Sanford, Helen Marion, Forest Park, Ill. 1 year.
- 667. Shapland, Marion B., Cary Station, Ill. 1 year.
- 668. Shurtleff, Zada, Harvey, Ill. 1 year.
- 669. Smart, Cora Edna, Chicago Heights, Ill. 1 year.
- 670. Smart, Ella D., Chicago Heights, Ill. 1 year.
- 671. Smart, Grace May, Glen Ellyn, Ill. 1 year.
- 672. Smith, Gertie Blanche, Paw Paw, Ill. 1 year.
- 673. Stene, Randa, Elgin, Ill. 1 year.
- 674. Sullivan, Lillian Veronica, Somonauk, Ill. 1 year.
- 675. Swank, Ada Myretta, Great Falls, Montana, 1 year.
- 676. Thompson, Adelia, Chicago, Ill. 1 year.
- 677. Thurston, Mary M., Oswego, Ill. 1 year.
- 678. Thye, Lilly T., Waukegan, Ill. 1 year.
- 679. Tuthill, Maude E., Elgin, Ill. 1 year.
- 680. Tyrrell, Glen Homer, Prin. Public Schools, Waterman, Ill. 1 year.
- 681. Walker, J. Grace, Wenona, Ill. 1 year.
- 682. Walther, Clarence Karl, Prin. Irving School, Sioux Falls, S. D. 1 year.
- 683. Whitmore, Vida Louise, DeKalb, Ill. 1 year.
- 684. Wright, Florence Mary, Polo, Ill. 1 year.

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Volume X

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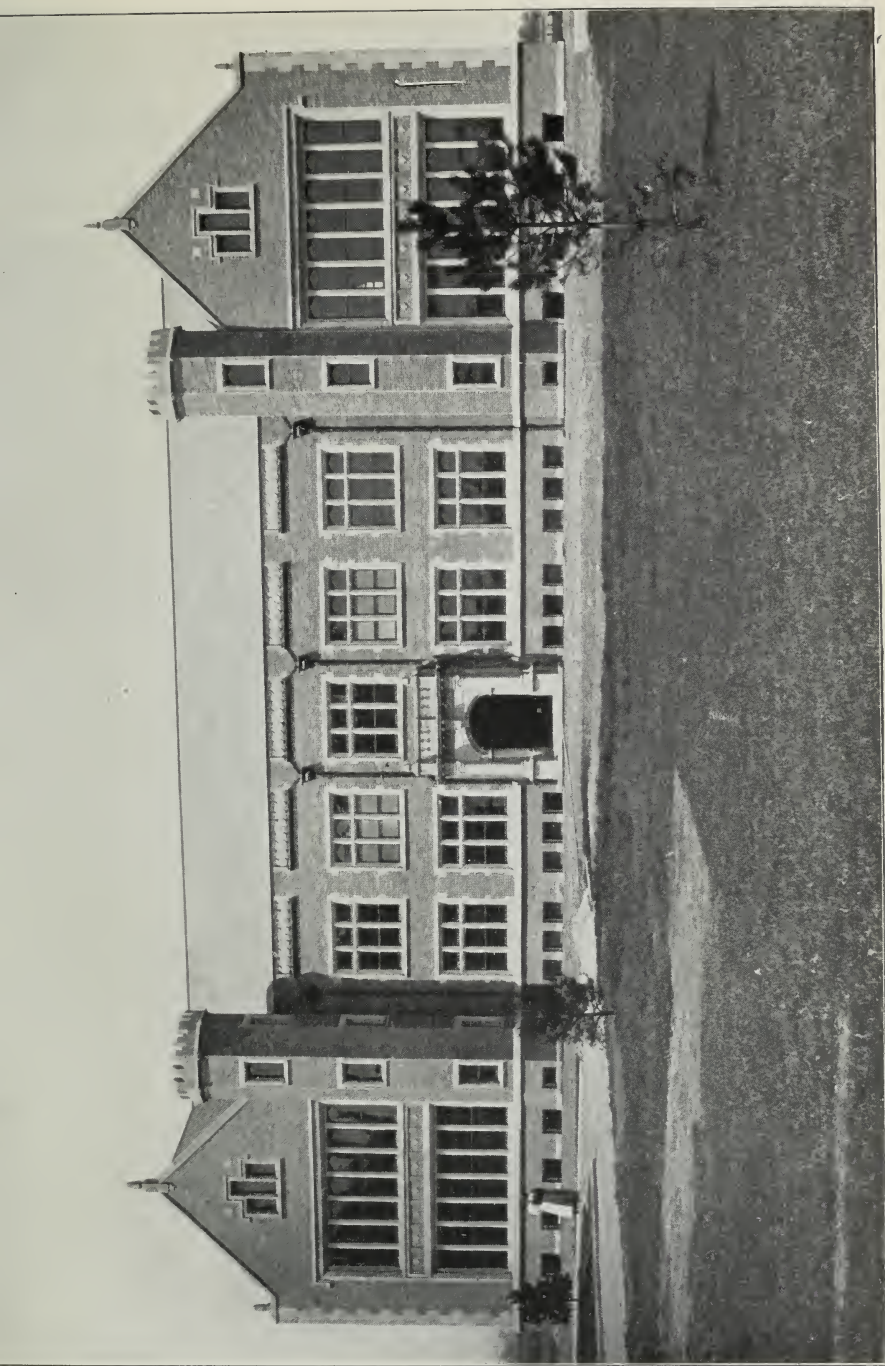
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DE KALB, ILLINOIS







THE NORTHERN ILLINOIS
STATE NORMAL SCHOOL
QUARTERLY

DE KALB, ILLINOIS

Volume X

AUGUST, 1912

Number 1



Announcements, Courses of Study
Names of Faculty, Students and Alumni 1910-11



THIRTEENTH YEAR

Ending August 3, 1912.

1720

CALENDAR FOR 1912-13

FALL TERM.

Monday, September 9.....Enrollment and Assignment of Work
Tuesday, September 10.....Recitations begin at 8:30 a. m.
Thursday, December 19.....Term closes at 3:05 p. m.

WINTER TERM

Monday, December 30.....Enrollment and Assignment of Work
Tuesday, December 31.....Recitations begin at 8:30 a. m.
Friday, March 21, 1913.....Term closes at Noon

SPRING TERM

Monday, March, 31.....Enrollment and Assignment of Work
Tuesday, April 1.....Recitations begin at 8:30 a. m.
Wednesday, June 18.....Term closes at Noon
Thursday, June 19.....Annual Commencement at 9:30 a. m.

SUMMER TERM, 1912

Monday, June 3.....Term of Six Weeks opens at 8:00 a. m.
School Year of 1913-14 opens September 8.

BOARD OF TRUSTEES

LEROY A. GODDARD, *President*.....Chicago
ALEXANDER L. METZELL, *Secretary*.....Elgin
HON. FRANCIS G. BLAIR, *Ex Officio*.....Springfield
ADAMS A. GOODRICH.....Chicago
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FACULTY

JOHN WILLISTON COOK, A.M., LL.D.,
President and Professor of Psychology

CHARLES A. McMURRY, Ph.D.,
Director of Training Department

NEWELL DARROW GILBERT, A.M.,
Professor of Pedagogy and Assistant in Psychology

EDWARD CARLTON PAGE, A.B.,
Professor of History

EDITH S. PATTEN, Ph.B.,
Assistant in History

SWEN FRANKLIN PARSON,
Professor of Mathematics

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Professor of Biology

JESSIE R. MANN,
Assistant in Science

LOLA E. SWIFT, A.B.,
Laboratory Assistant

IDA S. SIMONSON, B.L.,
Professor of Literature

MABEL JANET DEWEY, B.S.,
Assistant in Literature

JENNIE E. FARLEY,
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MARY ROSS WHITMAN, A.B.,
Professor of Ancient and Modern Languages

WILLIAM W. WIRTZ, A.B.,
Assistant in Ancient and Modern Languages and Director of Athletics

CHARLOTTE S. HUFF,
Professor of Music

VERA N. WISWALL,
Assistant in Music

SAMUEL J. VAUGHN, A.B.,
Professor of Manual Training

L. EVELINE MERRITT,
Professor of Drawing

ALICE ARAM,
Assistant in Drawing

EDITH HALL, B.S.,
Professor of Domestic Science

CHARLEY TIDD, A.B., B.S.,
Assistant in Domestic Science

JESSICA FOSTER,
Director of Physical Training
JAMES ROY SKILES,
Principal Training School, Normal Building
MRS. CORA TAYLOR BENEDICT,
Critic Teacher Grammar Grades
ADDIE L. McLEAN,
Critic Teacher Intermediate Grades
MRS. LIDA B. McMURRY,
Critic Teacher Primary Grades
MABEL NORTON
KATHARINE THOMPSON,
Assistant in Primary Grades
FLOYD R. RITZMAN,
Principal and Critic Teacher Eighth Grade, Glidden School
CARRIE B. EDMONSON,
Critic Teacher Seventh Grade, Glidden School
TILLIE C. BAIE,
Critic Teacher Sixth Grade, Glidden School
BERTHA F. HUNTSMAN,
Critic Teacher Fifth Grade, Glidden School
EDNA TAZEWEILL,
Critic Teacher Fourth Grade, Glidden School
MARY FITCH,
Critic Teacher Third Grade, Glidden School
LEONORA DOWDALL,
Critic Teacher Second Grade, Glidden School
E. LOUISE ADAMS,
Critic Teacher First Grade, Glidden School
JOSEPHINE MARIE JANDELL,
Librarian
EVA ISABEL McMAHON, B.L.S.,
Assistant Librarian
LYNDETH C. LUND,
Clerk
FRANK K. BALTHIS,
Gardener
GEORGE W. SHOOP,
Superintendent of Buildings
JAMES A. CLARK,
Engineer

Extra Teachers For Summer School

EDITH McLAUGHLIN,
ALICE REITERMAN,
C. J. POSEY,
STELLA A. VINCENT,
BERTHA M. SMITH,
WALTER A. FERGUSON,
L. EVELYN MORAN

Northern Illinois State Normal School

The Northern Illinois State Normal School was established by an act of the General Assembly in 1895 and began its first term on September 12, 1899. It exists primarily for the purpose of preparing teachers for the public schools of Illinois. It is located in DeKalb. The town contains a population of eight thousand. It is situated on the Omaha division of the Chicago and Northwestern Railway, on a branch of the Chicago Great Western, on the Chicago, Milwaukee and Gary, and on the Spring Valley branch of the Chicago and Northwestern. It is fifty-seven miles from Chicago, and easily reached from any part of Northern Illinois. The town has fine water, electric lights, paved streets, and two electric interurban roads. It is at the center of a most fertile and prosperous country and has a healthful and bracing climate.

The material equipment of the institution is admirable. The Campus contains sixty-seven acres. A native grove occupies several acres on the south and southwest. A lake of good dimensions lies on the southeast. It affords good skating in the winter and good boating when the ice is out. The rest of the campus is varied in surface with an excellent athletic field on the northeast on which is a commodious grandstand with baths. The immediate site of the buildings is terraced and adorned with sunken gardens, trees and shrubs. A large school garden lies on the north. An electric interurban railroad runs to the west door and connects the school with the railway stations and the county seat seven miles away. The road connects with another running to Genoa and Marengo, thus affording easy access from a large portion of Northern Illinois. It also connects with a second electric road to Aurora and intermediate points.

The buildings are three in number, the main building, the training school building, and the plant house. A fourth building is furnished by the city for the uses of the training school and is located a half mile distant in the residence portion of the city.

The main building is one of the most admirable of its class. It is three hundred seventy-one feet long and two hundred fifty feet in extreme depth. It contains eighty rooms and a number of teachers' offices. The auditorium has a seating capacity of twelve hundred. There are abundant class rooms, excellent library accommodations and laboratories, a large gymnasium with baths, drawing and music rooms, nine rooms for arts and crafts, halls for literary societies and other student enterprises, a study hall, a lecture room, lanterns and, in short, all necessary appliances for a highly superior equipment.

Catalogue and Course of Study.

The training school building adjoins the main building and was especially planned for the needs of a Normal School. It contains the ordinary eight rooms of a graded school building and an additional smaller room in connection with each for the uses of beginners with groups. It has an assembly room, the customary play rooms, offices, and also large quarters for manual training and domestic science. It is equipped with showers and swimming tank, teachers' rooms, library and lavatories.

An excellent green house under the care of a skilled botanist and gardener furnishes ample material for decoration and for study.

CONDITIONS OF ADMISSION.

There are eight ways of entering the school:

First—A course of one year will be offered to graduates of reputable colleges, who will be admitted upon presentation of their diplomas.

Second—Graduates of good high schools having four-year courses will be admitted to a two-year course upon presentation of their diplomas. These high schools will be designated as "accredited schools."

Third—There are many schools with shorter courses whose graduates will be admitted to a three-year course upon presentation of their diplomas. These schools form a second group of "accredited schools."

Fourth—Persons holding a teacher's certificate will be admitted without examination and will be assigned to suitable courses.

Fifth—Students who have been connected with other State Normal Schools can enter upon presentation of their records if they have been honorably discharged from such institutions. All work done in such institutions will be passed to their credit here.

Sixth—Graduates of the eighth grade of rural schools are granted free tuition for four years by winning first place in a competitive examination, held by the county superintendent of schools, in accordance with an act passed in 1905.

Seventh—There are many persons who have none of the above qualifications and yet are well prepared to do work in the Normal School. Such persons should correspond with the president with regard to admission.

Eighth—Graduates of country schools will be admitted to a five-year course upon presentation of their certificates of graduation.

We have no preparatory department. If you are in doubt as to your qualifications write to the president and the matter can be determined ordinarily by correspondence.

Every candidate should present a certificate of good moral character signed by some responsible person. This will be insisted upon in all cases.

BOARDING.

Nearly all the students of this institution board in clubs. There are several large club houses especially constructed and completely fur-

The Northern Illinois State Normal School.

nished for the accommodation of students, near the school buildings. They contain large dining rooms and are fitted with all the modern conveniences for dormitory purposes. In addition to these there are many private houses near good boarding clubs, in which admirable rooms may be rented at reasonable rates. The accommodations are excellent in quality, and are within a few minutes' walk of the school. Facilities for self-boarding are also available and at moderate rates.

Boarding places can be secured by correspondence, although it is better to defer the selection of rooms until they can be inspected personally. The portion of the town occupied by the students is almost entirely new and has been made peculiarly attractive by public spirited citizens. Very pleasant homes are thus made available at moderate prices. Representatives of the boarding clubs are deputed to meet incoming trains and to aid students in securing satisfactory places. Twenty-five cent carriages meet the trains, and when strangers are in doubt as to what to do they are advised to go at once to the president, who will give them personal attention.

EXPENSES.

Excellent board, including room, can be secured at \$4.50 to \$4.75 a week. The incidental expenses are substantially what students make them and vary for different persons. No tuition is charged. The only expense connected with instruction is a term fee of two dollars, which is payable in advance at the beginning of each term. The expense for books and stationery is about twenty-five dollars for the full course.

COURSES OF STUDY.

Twelve courses of study leading to diplomas are offered:

1. A one-year course for college and Normal School graduates, not leading to a degree.
2. A two-year course for graduates of four-year high schools that are on the accredited list of the University of Illinois. Graduates of four-year high schools that are partially accredited can make up their conditions here.
3. A three-year course for graduates of high schools having shorter courses, and for others of equivalent preparation.
4. A four-year course including classical training.
5. A four-year course for winners of township scholarships and for other graduates of country schools.
6. A five-year course for graduates of country schools who wish to become teachers.
7. A two-year course in domestic science for the preparation of special teachers of the subject in elementary schools.
8. A two-year course in manual training for the preparation of special teachers of the subject in elementary schools.

Catalogue and Course of Study.

9. A two-year course in drawing for special teachers in elementary schools.

10. A two-year course in vocal music for the preparation of special teachers of music in elementary and secondary schools.

11. O one-year course for college or university graduates, leading to the degree of Bachelor of Education.

12. A two-year course for Normal School graduates, leading to the degree of Bachelor of Education.

The foregoing courses all lead to diplomas. In addition to these courses special lines of work are offered to students who wish to teach in country schools. These courses are not presented here, for they vary materially, and large latitude is permitted to the candidates in the matter of choice. Others who wish to elect short courses will be welcome and will be accorded such privileges as their preparation warrants.

Graduates of accredited high schools who complete course two will be admitted to the junior year of the University of Illinois and to a number of other universities on the same footing.

PUPIL TEACHING.

All teaching is done in the city schools of DeKalb. Two schools are used for this purpose. One of them is in the Normal Training-School Building; the other is in one of the city buildings. Each is an eight-grade school and is equipped with all of the modern facilities.

Only half-day work is done unless pupils prefer to teach the whole day. The teacher either takes charge of a room or acts as an assistant. At least one term of room charge is necessary for the completion of the course. This work must receive the approval of the supervising critic in order to gain a passing credit. Two terms of this work are required unless the teacher shows so marked a degree of proficiency as to indicate that the time could be more advantageously devoted to the study of some of the regular or elective courses. In such a case two subjects may be taken instead of one of the two terms. Students who are engaged in teaching attend all teachers' meetings of their grade.

ILLUSTRATIVE LESSONS.

For the illustration of special methods in dealing with class exercises, illustrative lessons are given each week. These lessons are conducted by critic teachers, by teachers from the Normal department, or by students who have shown unusual skill in the training school. The classes are selected successively from the grades of the training school. The exercises are freely criticised in the light of pedagogical principles. Pupil teachers are required to attend.

In the development of the various subjects of the curriculum that bear immediately upon the work of the grades, similar exercises are employed in the regular classes of the Normal department. The teacher of grammar, for instance, desiring to show how a certain phase of the

The Northern Illinois State Normal School.

subject should be presented to a class of children, employs a class from the training school for that purpose. By means of such exercises and by their free discussion a pedagogical consciousness is awakened in the Normal students, and they are thus lead to a conscious application of the principles of teaching and to self-criticism of their success in applying them.

THE LIBRARY.

An admirable library of more than fourteen thousand volumes, well catalogued, is available for the use of the students. A competent librarian and assistant are always present to render needed assistance. The library is open from eight to twelve on Saturday.

GYMNASIUM.

A spacious gymnasium furnished with bowling alley, baths, dressing rooms and suitable apparatus, is one of the features of the institution. For field work there is a fine athletic field with track and grand stand.

A special director of physical training has charge of the women and a similar arrangement is provided for the men. The ordinary gymnasium and field games are employed for healthful and pleasing exercise and a systematic course in school-room free gymnastics with appropriate apparatus is supplied.

MANUAL TRAINING.

Two shops, one for the Normal students and another for the children of the training school, afford excellent opportunities for manual training work. Six rooms with proper equipment, aggregating more than 5,600 square feet of floor space, provide needed facilities. Wood-work, metal work, pottery, printing and book-binding are offered and courses in construction work in primary grades are on the elective list. The institution undertakes to prepare special teachers of this subject for elementary schools.

SCHOOL GARDEN.

Ample space is afforded for a school garden, which is worked out under the direction of the science department.

DOMESTIC SCIENCE.

A well equipped domestic science department with a highly competent director and assistant furnishes courses that are intended more especially for the seniors, but special students are at liberty to elect them.

The department also offers a two-year course for suitably prepared students, which fits them for special work on this line in elementary and secondary schools. The rooms in the Normal building are utilized for the Normal students and a large room in the training school building is provided for the children.

Catalogue and Course of Study.

VOCAL MUSIC.

A course of one year in vocal music is required of all students except college and Normal School graduates. The purpose of the course is to prepare room teachers to give suitable instruction in singing.

The institution now offers a two-year course for those desiring to become supervisors of music in public schools.

STUDENT ORGANIZATIONS.

1. The Ellwood Literary Society. Meetings on Saturday evenings.
2. The Glidden Literary Society. Meetings on Saturday evenings.
3. Young Women's Christian Association, with a suitable room.

These associations extend a hearty welcome to all prospective students. They are important factors in the school life, and their members take an active interest in the welfare of every student. Upon arriving at DeKalb those who come for the first time should look for the young men wearing the badge of the institution, who will be on hand to assist in finding agreeable homes.

4. The Ellwood Basket Ball Team.
5. The Glidden Basket Ball Team.
6. The Foot Ball Team.
7. The Base Ball Team.
8. The Treble Clef Society.
9. The Dramatic Club.

"THE NORTHERN ILLINOIS."

"The Northern Illinois" is a monthly magazine published in the interest of the school and management by a board of directors selected by the student body.

"The Norther" is published annually by the senior class.

COURSES OF STUDY.

COURSE 1.

THE ONE-YEAR COURSE for College and Normal School graduates and not leading to a degree requires the completion of ten term-majors and one term of half-day room charge in the training school. The subjects to be taken are to be determined by personal conference and are selected from those given in Courses 2, 3, and 4. An educational thesis of not less than fifteen hundred words is required from each candidate.

For details respecting the one-year degree course for college graduates see Course 11.

COURSE 2.

THE TWO-YEAR COURSE is outlined herewith. The requirement for admission is graduation from a four-year high school on the accredited list of the University of Illinois. Graduates of partially ac-

The Northern Illinois State Normal School.

credited schools may also enter this course, but will be required to work off their conditions here or elsewhere before graduation.

Two terms of half-day teaching in the training school, one of which must be in charge of a room, are required for graduation. If, however, such superior skill is exhibited as to make such requirements unwise, two studies may be taken in lieu of one term. Substitutions for certain of the subjects will be permitted where it seems the wiser plan.

The electives and substitutions are chosen from the list following Course 3.

Graduates of this course are admitted to the junior year at the University of Illinois, Northwestern University, the University of Wisconsin and several other institutions of similiar standing. Correspondence is solicited with the students who desire preparation for advanced university credits.

I.	II.	III.
Geography4	Reading4	Grammar4
Drawing1—5	Drawing1—5	Drawing1—5
Biology4	Biology4	Biology4
Drawing1—5	Drawing1—5	Drawing1—5
Arithmetic4	History4	History4
Music1—5	Music1—5	Music1—5
Psychology4	Psychology4	App'd Psychology4
Music1—5	Music1—5	Music1—5
Physical Train'g..2	Physical Train'g..2	Physical Train'g..2
	Themes1	
IV.	V.	VI.
Teaching or 2	Teaching or 2	Teaching or 2
electives10	electives10	electives10
Physics5	Algebra5	Geometry5
Literature4	History of Edu-	History of Edu-
School Manag't..1—5	cation4	cation4
Themes1	School Manag't..1—5	School Manag't..1—5

An educational thesis of not less than fifteen hundred words is required for graduation.

It will be observed that "Teaching or 2 electives" appears in the IV, V and VI terms' work. Only two terms are required, but the teaching work goes on each term. In the term in which a student does no teaching two majors are required instead.

Graduates of this Course who desire to prepare for departmental instruction are offered an additional year of work. It will consist of four recitation periods a day for one year. Courses will be offered in science, geography, history, mathematics and English. The whole time may be devoted to science. Two subjects may be selected and half of the time given to each. Still other adjustments are permissible.

A suitable diploma will be awarded for this post graduate work.

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COURSE 3.

THE THREE-YEAR COURSE follows the accompanying outline. The requirements for admission are less definitely defined than in the preceding course, as many candidates are relatively mature, but lack the technical preparation required by the higher institutions. In general the preparation should be substantially equivalent to what is implied in graduation from a three-year high school course. Graduates from such schools will be permitted certain substitutions if desired. Personal conference or correspondence will determine the work to be done.

Liberal credits are allowed by higher institutions for the work in this course.

The requirements for practice teaching are the same as in the preceding course.

I.		II.		III.	
Reading	5	Meteorology	5	Pedagogy	4
History	5	Arithmetic	5	Drawing	1—5
Grammar	4	Geography	4	Geography	4
Drawing	1—5	Drawing	1—5	Music	1—5
Arithmetic	4	Grammar	4	Algebra	4
Drawing	1—5	Drawing	1—5	Drawing	1—5
Music	2	Music	2	Nature Study....	4
Physical Train'g..	2—4	Physical Train'g..	2—4	Music	1—5
		Themes	1	Physical Train'g..	2
				Themes	1
IV.		V.		VI.	
Algebra or Latin..	5	Geometry	5	Geom. or Latin..	5
Ancient History..	5	Latin or Liter..	5	Literature	5
Psychology	4	Psychology	4	App'd Psychology	4
Drawing	1—5	Drawing	1—5	Drawing	1—5
Biology	4	Biology	4	Biology	4
Drawing	1—5	Drawing	1—5	Drawing	1—5
Themes	1	Themes	1		
VII.		VIII.		XI.	
Teaching or 2		Teaching or 2		Teaching or 2	
electives	10	electives	10	electives	10
Physics	5	Chemistry	5	Physical Geog...	5
Rhetoric	4	Civics	4	History of Edu-	
School Manag't..	1—5	School Manag't..	1—5	cation	4
				School Manag't..	1—5

Latin may be continued through the second year by making permissible substitutions. If preferred, German may be taken instead of Latin.

An educational thesis of not less than fifteen hundred words is required for graduation.

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Observe what is said above about "Teaching or 2 electives."

Substitutions can also be made for Latin in third year.

Electives will be chosen from the following list. The studies are not of necessity confined to the particular terms under which they are listed.

ELECTIVES AND SUBSTITUTIONS.

Fall Term.	Winter Term.	Spring Term.
Latin5	Latin5	Latin5
German5	German5	German5
Literature5	Literature5	Literature5
Sociology5	Sociology5	Sociology5
Ethics5	Ethics5	Oratory5
Oratory5	Astronomy5	Drawing5
Drawing5	Drawing5	Primary Method...5
Logic5	Civics5	Intermediate Method.5
English History...5	History of Educa...4	7th & 8th Grade
Advanced Nature	Primary Method...5	Method5
Study5	Intermediate Method.5	Physiography5
Primary Method...5	7th & 8th Grade	Political Economy..5
Intermediate Method.5	Method5	Geology5
7th & 8th Grade	Rhetoric5	Advanced Nature
Method5	History of Illinois..5	Study and Agri-
	Chemistry5	culture5
	Advanced Nature	Philosophy of Edu-
	Study5	cation5
	College Algebra....5	Trigonometry5

COURSE 4.

THE FOUR-YEAR CLASSICAL COURSE contains the pedagogical work of the three-year course and a Latin, Greek or German course. The requirements for admission are similar to those of the three-year course with credits in the languages where the work has been well done.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Latin5	Latin5	Latin5
Geography4	English Grammar..4	Pedagogy4
History5	Arithmetic5	Algebra4
Arithmetic4	Reading5	Biology4
Music2	Music2	Music2

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SECOND YEAR.		
First Term.	Second Term.	Third Term.
Cæsar and Composition5	Cæsar and Composition5	Cicero and Composition5
Algebra5	Biology4	Literature5
Biology4	Geometry5	Biology4
History5	Literature5	Geometry5
Drawing2	Drawing2	Drawing2
THIRD YEAR.		
First Term.	Second Term.	Third Term.
Cicero and Composition5	Vergil5	Vergil5
Rhetoric4	German or Greek...5	German or Greek...5
German or Greek...5	Psychology4	Psychology4
Psychology4	Civics or Political Economy4	Literature or Physical Geography...5
Drawing2	Drawing2	Drawing2
FOURTH YEAR.		
First Term.	Second Term.	Third Term.
De Senectute and De Amicitia or Physic5	School Managem't...1	History of Educa...4
German or Greek...5	German or Greek...5	German or Greek or Chemistry5
Teaching10	Livy or Physic...5	School Managem't...1
	School Managem't...1	2 Electives.....10
	Teaching10	

An educational thesis of not less than fifteen hundred words is required of each candidate for graduation. Weekly exercises in composition extend through the whole course.

Two terms of half-day teaching are required.

COURSE 5.

FOUR-YEAR COURSE FOR EIGHTH-GRADE GRADUATES HOLDING SCHOLARSHIPS AND FOR OTHERS OF SIMILAR QUALIFICATIONS.

The Forty-fourth General Assembly passed what is commonly known as the "Lindly Bill." This law provides for the gratuitous instruction for four years in any state Normal school in Illinois, of the winners of the township scholarship which this act created. The following sections of the law will explain the methods of procedure to those who desire to avail themselves of the advantages which it offers.

Section I. Be it enacted by the people of the State of Illinois, represented in the General Assembly: that in order to equalize the advantages of the state normal schools, there shall be awarded annually, to each township, or fractional township, a scholarship which shall entitle the holder thereof to gratuitous instruction in any state normal school

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for a period of four years. Provided, that any township having a population exceeding one hundred thousand inhabitants, shall be entitled to five scholarships.

Section II. The County Superintendent shall receive and register the names of all the applicants for such scholarships, and shall hold an examination, or cause an examination to be held, in each township for the benefit of graduates of the eighth grade. Provided, that where a township is divided by county lines the County Superintendent in whose county the sixteenth section is situated shall have charge of the examination in such township.

Section III. All examinations shall be held on the second Saturday in May in each year, according to the rules and regulations prescribed by the Superintendent of Public Instruction, and the pupil found to possess the highest qualifications shall be entitled to such scholarship. Provided, however, that such pupil shall be a resident of the township in which such examination is held. And, provided, further, that where no application is received from any township, the County Superintendent shall assign the pupil found to possess the next highest qualifications to that township.

Section IV. The County Superintendent shall certify the names and addresses of all successful applicants with the number of the township to which each pupil is accredited, to the Superintendent of Public Instruction, who shall issue to each pupil a certificate of scholarship, which shall be accepted by the authorities of any state normal school in lieu of any entrance examination, and shall exempt the holder thereof from the payment of tuition, or any term, matriculation, or any incidental fee whatsoever.

In the portions of the state not so generously supplied with high schools as in Northern Illinois, many have taken advantage of this law. In the territory mainly furnishing the pupils for the Northern Illinois State Normal School there is a high school within comparatively easy reach of every home. There are many young people, however, who have finished the rural schools, or the eighth grade of town schools, who prefer to go to the Normal school rather than to the nearest high school. Since provision must be made for the Lindly Scholarship pupils it has been decided to admit others of similar qualifications to the following courses of study if they are of sufficient maturity to take them profitably. A term fee of two dollars is the only charge for instruction and for ordinary school supplies.

It will be observed that this course is purely academic. Upon its completion a diploma will be awarded, which will be distinguished from the regular Normal School diploma by suitable designation. Pupils finishing the first two years of this course will be admitted to the Three-Year Course for the preparation of teachers. Those finishing the entire

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course will be admitted to the Two-Year Course of the Normal department. Upon completion of that course they will be admitted to the junior year of the University of Illinois and of other institutions of similar grade.

Students in this course will be admitted to all the privileges of the regular Normal students. There is thus placed at their disposal an institution of very superior equipment. The two-hour minors require little outside study.

GENERAL COURSE.

FIRST YEAR.

Fall Term.	Winter Term.	Spring Term.
Arithmetic 4	Arithmetic 5	Bookkeeping 5
Nature Study 4	English 5	Agriculture 4
or Latin 5	Reading 5 (6wks.)	or Latin 5
or Agriculture 5	Geography 5 (6 wks.)	English 5
English 5	El. Physics 4	Geography 5
Reading 4	or Latin 5	Spelling 1
Spelling 1	or Agriculture 5	Shop 2
Shop 2	Spelling 1	Drawing 2
Drawing 2	Shop 2	
Writing 2	Drawing 2	

SECOND YEAR.

Fall Term.	Winter Term.	Spring Term.
Algebra 5	Algebra 5	Algebra 5
Zoölogy 5	Physiol. 5	Botany 5
or Foods 5	English 5	English 5
English 5	Greek and Roman	Roman Hist. 5
Greek Hist. 5	Hist. 5	or Latin 5
or Latin 5	or Latin 5	or Agriculture 5
or Agriculture 5	or Agriculture 5	Drawing 2
Drawing 2	Drawing 2	Music 2
Music 2	Music 2	

Students completing the foregoing work, or its equivalent, will be admitted to a Three-Year Course in the Normal department without examination.

THIRD YEAR.

Fall Term.	Winter Term.	Spring Term.
Geometry 5	Geometry 5	Geometry 5
Physics 5	Physics 5	Physics 5
Med. Hist. 5	Med. and Mod. Hist. 5	Mod. Hist. 5
Literature 5	English 5	Literature 5
or Latin 5	or Latin 5	or Latin 5
Drawing 2	Drawing 2	Drawing 2

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FOURTH YEAR.

Fall Term.	Winter Term.	Spring Term.
*Chemistry 5	*Chemistry 5 (6 wks.)	*Sociology 5
American History 5	Physical Geography 5	Physical Geog. 5
Commercial Arith. 5	(6 wks.)	Civics 5
*Geology 5	Civics 5 (6 wks.)	*Astronomy 5
Drawing 2	American Hist. 5	
or Manual Train'g 2	(6 wks.)	
	*Commercial Geog. 5	

ELECTIVE LIST.

Fall Term.	Winter Term.	Spring Term.
Literature 5	Literature 5	Rhetoric 5
Latin 5	Latin 5	Latin 5
†Manual Training 10	†Manual Training 10	Public Speaking 5
†Domestic Arts 10	†Foods 10	†Sanitation 10
Meteorology 5	Economics 5 (6 wks.)	Economics 5
Agriculture 5	Agriculture 5	Agriculture 5
Advanced Read. 5		Solid Geometry 5

†These studies are not, of necessity, limited to the terms in which they are listed.

COURSE 6.

A FIVE-YEAR COURSE FOR SCHOLARSHIP PUPILS AND OTHER GRADUATES OF COUNTRY SCHOOLS AND FOR GRADUATES OF THE EIGHTH GRADE OF TOWN SCHOOLS.

FIRST YEAR.

The first year in Course 5.

SECOND YEAR.

The second year in Course 5.

THIRD YEAR.

First Term.	Second Term.	Third Term.
Reading(3) 5	Arithmetic(3) 5	Pedagogy(3) 4
History(3) 5	Geography(3) 4	Geography(3) 4
Grammar(3) 4	Grammar(3) 4	Nature Study..(3) 4
Physics or Latin(5) 5	Physics or Latin(5) 5	Physics or Latin(5) 5
Drawing(5) 2	Drawing(5) 2	Drawing(5) 2
Phys. Training.(3) 2	Phys. Training.(3) 2	Phys. Training.(3) 2
	Themes(1) 1	Themes(3) 1

*These subjects are suggested but not required. Substitutions may be made from the elective list.

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FOURTH YEAR.

First Term.	Second Term.	Third Term.
Geometry(5) 5	Geometry(5) 5	Geometry(5) 5
Psychology(3) 4	Psychology(3) 4	Applied Psychol- ogy(3) 4
Biology(3) 4	Biology(3) 4	Biology(3) 4
Med. History or Latin(5) 5	Mediæval and Modern Hist. or Latin.....(5) 5	Mod. History or Latin(5) 5
Observation2	Observation2	Themes2

FIFTH YEAR.

First Term.	Second Term.	Third Term.
Rhetoric(3) 4	Literature(3) 5	Literature(3) 5
School Manage- ment(3) 1	Civics(3) 4	History of Edu- cation(3) 4
Phys. or Chem- istry(5) 5	School Manage- ment(3) 1	School Manage- ment(3) 1
Teaching Half Day.	Teaching Half Day.	Physical Geog- raphy(3) 5
		Reviews5

The figures in parenthesis indicate the number of the courses with which the several subjects are taken.

Substitutions for several of these courses may be made if thought that the interests of the students can be better subserved.

COURSE 7.

TWO-YEAR COURSE IN PREPARATION FOR TEACHING DOMESTIC SCIENCE. Prerequisites: A four-year high school course including one year of physics, one year of chemistry, one half-year of biology and one-half year of physiology.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Physics 5	General Chemistry 5	Qual. Chemistry 5
Bacteriology 5	Arithmetic 5	Sanitation 5
Psychology 4	Foods II. 5	Sewing I. 5
Foods I. 5	Psychology 4	Psychology 4
	Themes 1	

SECOND YEAR.

First Term.	Second Term.	Third Term.
Rhetoric 5	History of Education 4	History of Education 4
Literature 5	Design 5	Sewing and Textiles II. 4
Foods III. 5	Teaching 10	Household Chem. 5
Teaching of D. S. in Training School.	Themes 1	Teaching in Training School 1
		Elective 5

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This course is planned to prepare teachers of Domestic Science for the grades. Additional training or experience may permit them to teach in secondary schools. Half-day teaching in the Training School is required in addition to the teaching in the special subject because of the needs of towns that cannot afford special teachers of Domestic Science. It also strengthens the pedagogy of the special teacher.

FOODS I.—The production, manufacture, structure, composition and preparation of foods.

FOODS II.—A continuation of Course I for four weeks. The remaining eight weeks are devoted to Physiology.

FOODS III.—Chemistry of Foods and Dietetics. Applications to more advanced problems of food preparation, invalids' and infants' foods. Serving of meals for different sums of money.

SEWING I.—Hand and Machine Sewing applied to simple garments.

SEWING AND TEXTILES II.—Designing and making of more complicated garments. Practice in fitting. Study of textiles and fabrics.

DESIGN.—Development of standards for designing of clothing and for house furnishing.

TEACHING OF DOMESTIC SCIENCE.—Discussion of methods and courses, cost of equipment and maintenance. Observation of classes in this subject in the Training School.

COURSE 8.

TWO-YEAR COURSE IN MANUAL ARTS.

The purpose of this course is the preparation of teachers of manual training for elementary schools and for woodwork in secondary schools.

Graduation from an accredited high school or an equivalent training is a prerequisite for admission to this course. Graduates of colleges and state normal schools will receive credit for satisfactory work done in such institutions.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Drawing5	Drawing, Represen- .	Drawing5
Benchwork10	tation5	Benchwork10
Metalwork5	Benchwork10	Bookbinding10
English4	Metalwork5	Geometry5
Psychology4	Algebra5	
	Psychology4	

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SECOND YEAR.

Drawing5	Method5	Third Term.
Pottery10	Drawing5	Drawing5
Elementary Con-	Second Term.	Benchwork10
struction10	Turning and Pattern	Hist. of Education.4
English	Making10	Teaching10
First Term.	Printing10	

DRAWING. The Drawing of the First Year, First Term, is construction and decorative design relating to the shop work of the First and Second Term. The Drawing of the Second Term is Representation. That of the Third Term is a continuation of the work of the First Term, with the emphasis on Decoration.

The Drawing of the Second Year is all Mechanical Drawing; it will be connected as closely as possible with the shopwork.

BENCHWORK. The Benchwork of the Third Term of the Second Year will consist of the working out of a course of seventh and eighth grade problems.

METHOD. The Method work will be Special Method in Manual Training.

COURSE 9.

DRAWING.

TWO-YEAR COURSE FOR SPECIAL TEACHERS IN PUBLIC SCHOOLS.

Graduation from an accredited high school, or equivalent scholarship, with a natural aptitude for drawing, is a prerequisite for this course.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Psychology4	Psychology4	Pedagogy4
Literature5	Literature5	Nature Study4
Drawing10	Drawing10	Drawing10
Elementary	Elementary	
Construction5	Construction5	
Manual Training.5		

SECOND YEAR.

First Term.	Second Term.	Third Term.
Ancient History5	Hist. of Education.4	Hist. of Education.4
Blackboard illustration and Courses of Study.5	History of Art.10	Teaching10
Rhetoric4	Methods of Teaching Art5	Drawing10
Drawing10	Teaching5	

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EXPLANATION OF THE COURSES IN DRAWING.

FIRST YEAR.

First Term.—Principles of design, working out definite problems for the manual arts.

Second Term.—Principles of perspective as shown in still life, groups, interiors, exteriors, street scenes and landscapes in pencil outline, pencil painting and charcoal.

Third Term.—Use of water colors in plant forms and still life.

SECOND YEAR.

First Term.—Life drawing from costumed figures and animals, using pencil, charcoal, ink and color. Use of blackboards.

Comparison of courses of study. Making a course with drawings, illustrative of the lines of work for various grades.

Second Term.—The history of art will be a lecture and study course. Photographs and lantern slides will be used. In connection with this there will be some cast drawing in charcoal, sketches in pencil, pen and ink and water color.

Third Term.—Mechanical drawing, out-of-door sketching.

COURSE 10.

TWO-YEAR COURSE IN VOCAL MUSIC

This course is intended for the preparation of teachers of vocal music in public schools.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Psychology4	Psychology4	Pedagogy4
Rhetoric4	Literature5	Primary Method....5
Ear Training and	Sight Singing.....3	Sight Singing.....3
Dictation4	Ear Training and	Ear Training and
Sight Singing3	Dictation4	Dictation4
History of Music....2	Vocal Culture.....2	Vocal Culture.....2
Vocal Culture2	History of Music...2	History of Music ...2
Chorus Work1	Chorus Work.....1	Chorus Work1
Accompanying1	Accompanying1	Accompanying1

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SECOND YEAR.

First Term.	Second Term.	Third Term.
Literature for	Intermediate Method.5	Hist. of Education.4
Children5	Sight Singing.....3	Sight Singing.....3
Sight Singing3	Harmony2	Harmony2
Harmony2	Theory of Music....2	Theory of Music....2
Theory of Music ...2	Teaching5	Teaching5
Teaching5	School Systems and	School Systems and
School Systems and	Methods3	Methods3
Methods3	Vocal Culture.....2	Vocal Culture.....2
Vocal Culture.....2	Accompanying1	Accompanying1
Accompanying1		

A prerequisite for admission to the course is graduation from a good four-year high school.

DEGREE COURSE.

COURSE 11.

THE ONE-YEAR COURSE leading to the degree of Bachelor of Pedagogy is open to graduates of colleges and universities under the following conditions:

1. The applicants must possess the qualifications requisite for admission to the graduate schools of the University of Illinois, the University of Chicago or Northwestern University.

2. The requirements for graduation are four courses, each one year in length, and occupying five recitations periods a week.

3. These four courses may be selected from the Degree Courses given below, but must be satisfactory to the Faculty. Not all of these courses are given each year, and the previous work of the applicant will be taken into account in determining the selection.

DEGREE COURSE.

COURSE 12.

THE TWO-YEAR COURSE leading to the Degree of Bachelor of Education is presented in the rules given herewith.

RULES.

By an act of the General Assembly of Illinois this institution was authorized to confer degrees upon students who should finish courses of instruction of suitable quality and length. The same law authorized three of the four other State Normal Schools to perform the same office.

The following uniform rules were adopted:

1. The degree conferred by the Illinois State Normal Schools shall be known as Bachelor of Education.
2. Graduates of Illinois State Normal Schools, or of other State Normal Schools of equal rank, shall be admitted to the Illinois State Nor-

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mal Schools to two years of graduate study leading to a degree.

3. Graduates of colleges whose graduates are admitted to the graduate schools of the University of Illinois, University of Chicago or Northwestern University, shall be admitted to a course of graduate study of one year leading to a degree.
4. The requirements for each year's work in graduate study shall consist of four courses each a year in length, five hours a week.
5. Normal school candidates for a degree shall be permitted to take three of the eight courses in absence, provided that the courses be taken under the direction of the faculty of the Normal School, and that the final examination be taken at the Normal School directing these courses.
6. The work done by the Normal School graduates in approved colleges, as defined in Rule III, may be accepted as an equivalent of four of the eight courses required for a degree; the other four courses must be taken in residence at the school conferring the degree.

The courses to be offered for the year 1912-13 will be determined by the wishes of those making application for the degree. Such application should be made before the first of September, 1911.

COURSES FOR THE DEGREE OF BACHELOR OF EDUCATION.

1. LITERATURE DEGREE COURSE.

FIRST YEAR:

1. First Term.—Ballad and Epic Poetry.

Studies in the early English Ballads, the developed folk epic, the modern art epic, and minor forms of narrative poetry.

2. Second Term.—Lyric and Dramatic Poetry and the Dramatic Monologue.

The earlier and later English writers; the sonnet, the ode and memorial verse; the typical forms of the drama of Shakespeare and the poetical monologue of Tennyson and Browning.

3. Third Term.—The Essay, the Short Story, and the Novel.

Study of the various forms of the Essays, of the development and forms of the Short Story, and some survey of the history of the Novel with a study of the narrative art of typical novels.

SECOND YEAR:

4. First Term.—Nineteenth Century Poetry.

From Wordsworth and the later romantic writers to Arnold.

5. Second Term.—American Poetry.

Bryant, Poe, Emerson, Longfellow, Whittier, Lowell, Holmes, Whitman, Lanier and later minor writers.

6. Third Term.—Literature for Children. (Optional with Course 7).

A cultural study of the types of literature for children; as, child

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verse, the fairy story, the myth and fable and animal story, the Bible story, ballad literature, the more developed literature of heroism and adventure, and poems of nature.

7. Third Term.—The Teaching of Literature. (Optional with Course 6).

A more specific preparation for teaching literature in the high school. This will include the study of material with reference to courses of study and to manner of presenting it.

2. ENGLISH COMPOSITION—ONE-YEAR DEGREE COURSE.

1. First Term.—Advanced Rhetoric.

2. Second Term.—Composition.

Narrative and descriptive writing, with study of narrative and descriptive literature. Short themes and longer fortnightly themes.

3. Third Term.—Composition.

Expository and argumentative writing, including work in composition for public speaking. Study of illustrative literary selections. Short themes and longer fortnightly themes.

3. MANUAL TRAINING. DEGREE COURSE.

Material for two year-credits may be selected from Course 8.

4. LATIN. DEGREE COURSE.

FIFTH YEAR.

First Term.—Selections from Horace's Odes and Satires, with special attention to the private life of the Romans and other allusions contained therein. Prosody.

Second Term.—Plautus and Terence, one play each.

Third Term.—Review of Latin Literature. Reading of representative authors in selections. Note book.

SIXTH YEAR.

First Term.—A Teacher's Course in Caesar. An intensive study of portions of the text, with special attention to the historical background. Gallic life and customs, and politics back of the conquest.

Second Term.—A Teacher's Course in Cicero. An intensive study of the Catiline Conspiracy with its political and historical background.

Third Term.—A Teacher's Course in Vergil. Intensive study of portions of the twelve books, with the legend, mythology and history incident. Roman customs.

Throughout the course emphasis will be laid upon the manner of presentation and the relative value of difficulties to be overcome by the student.

Prerequisite: A four-year high school course in Latin.

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5. GERMAN. DEGREE COURSE.

THIRD YEAR.

Group-reading in Schiller and Goethe. Two plays of each author will be read and discussed. These will be selected from the following: *Die Braut von Messina*, *Wallenstein*, *Maria Stuart*, *Die Jungfrau von Orleans*, *Egmont*, *Iphigenie auf Tauris*, *Torquato Tasso*. In this course some careful translation, both written and oral, will be done, but the bulk of the work will be carried on in German. Special attention will be paid to the historical setting of each play.

FOURTH YEAR.

The reading of Heine's *Die Harzreise* and a brief survey of German literature. About a term and a half will be given to a consideration of the methods of teaching beginning German and *Wilhelm Tell*. A systematic review of the grammar covered in the first year's work will be given. This will be largely in the form of prose, and the memorizing of selected phrases and sentences. From time to time the student will observe and take charge of the beginning class. The work in *Tell* will cover the historical setting, careful rendering of difficult passages and an examination of doubtful passages. The development of the various plots will be carefully considered.

6. EXPRESSION. ONE YEAR. DEGREE COURSE.

This course is designed to fit students to become teachers of reading, public speaking and dramatic art in secondary schools.

I. PHONICS. Breath control. Relaxation and control of body. Concentration. Imagination in relation to vocal expression. Development of emotional power. Literary interpretation. Recitals.

II. Forms of the dramatic. Character study. The monologue. Dramatization of studies. Folk plays. Presentation of scenes from good modern plays. Stage management. Presentation of one Shakespearean play.

III. Fundamentals of public address. Study of great orations. Extemporaneous speaking. The debate. Practice in public speaking before the school.

Opportunities will be offered in the course for the conduct of classes and for the coaching of plays under personal supervision.

7. PHYSIOGRAPHY. DEGREE COURSE.

Advanced Course, one year.

This course will cover in the first two terms the work outlined in Salisbury's Advanced course, with laboratory and field work and a large amount of collateral reading. The principles and methods of physiography in the secondary school and the selection of material will be given

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special consideration.

The third term will be given to a study of meteorology.

8. GEOGRAPHY. DEGREE COURSE.

Advanced Course:

First Term:—Eurasia, a study of the physical and economic geography of the continent. The geology, physiography, and climate, as factors in location and development of natural resources; influence of physiographic regions and development of the various peoples; problems of the Oriental countries.

Second Term:—Principles of geography, based upon previous work on North America and Eurasia. Meaning and scope of geography; distribution and characterization of land forms and climates; natural resources, their relation to man's distribution and industrial and social development; relation of geography to other sciences.

Third Term:—A study of countries and their chief products and industries as determined by soil, climate, geographical situation; trade routes, seaports; centers of commerce and industry, their location; exports and imports; chief articles of trade, their sources and relative importance.

9. VOCAL MUSIC. DEGREE COURSE.

A one-year credit may be selected from Course 10 for specials, p. 20.

10. PHYSICS. DEGREE COURSE.

Those who elect physics will be expected to pursue the course throughout the year. At least four periods per week must be spent in the laboratory and three in recitation, lectures, etc. An advanced text book will be used. Following is the schedule of work by terms:

Fall Term:—Mechanics and Sound.

Winter Term:—Magnetism and Electricity.

Spring Term:—Heat and Light.

Prerequisites:—A year of physics in an accredited high school, or its equivalent, and trigonometry.

11. CHEMISTRY. DEGREE COURSE.

Students who elect chemistry will be expected to pursue the course throughout the year. At least four periods per week must be spent in laboratory practice and three in recitation, lectures, etc. During the fall term a good high school text will be used. In succeeding courses more advanced texts will be used.

Fall Term:—General chemistry, continuing the course in elementary chemistry offered for undergraduate students. Special emphasis will be put upon metals, the reduction of ores, and other commercial and industrial applications of chemistry.

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Winter Term:—Qualitative analysis.

Spring Term:—Organic chemistry and the chemistry of sanitation.

Prerequisites:—A half year of chemistry in an accredited high school, or its equivalent.

12. BOTANY. DEGREE COURSE.

This course, if chosen, should be carried throughout the entire year. The Biology of the Junior year is a prerequisite. The work is intended primarily for those who intend to specialize in biological science, but will be of service to elementary teachers. Assistance in undergraduate laboratory courses will constitute a portion of the course.

Fall Term:—Composites; Cryptogams.

Winter Term:—Bacteriology; History.

Spring Term:—Plant Physiology, Economic Plant Families.

13. ZOOLOGY. DEGREE COURSE.

This course, if elected, should be carried throughout the entire year. The Biology of the Junior year is a prerequisite. The work is intended primarily for those who intend to specialize in biological science, but will be of service to elementary teachers. Assistance in undergraduate laboratory courses will constitute a portion of the course.

Fall Term:—Invertebrates (with emphasis on Insects).

Winter Term:—Vertebrates (except Birds); Embryology.

Spring Term:—Birds; Pond Fauna.

14. HISTORY OF THE UNITED STATES. DEGREE COURSE.

ONE YEAR.

First Term—Territorial Development—Progressive unfolding of the continent (discoveries and explorations). Territorial claims of European nations. Territorial grants. Land claims of the states. Changes in boundaries and boundary disputes (nation and state).

Second Term—Slavery—Origin of slavery. Slavery in colonial days (attitude of British government and of colonists). White servitude. Negro plots. Slavery in Revolutionary days. Cotton gin. Slave trade. South becomes pro-slavery. Growth of anti-slavery. Final struggle. Slavery in Illinois.

Third Term—Growth of Union—Isolation of the colonies. Colonial unions. Unions of revolutionary times. Articles of confederation. Constitution. Nature of American federalism. Development of the sentiment for union. Anti-union manifestations (Hartford convention, nullification, secession).

15. MODERN EUROPEAN HISTORY. DEGREE COURSE.

ONE YEAR.

First Term—France in the eighteenth century, including the Revolution. Projection of Russia into European history. Rise of Prussia. Social, industrial, intellectual, and religious spirit of the age.

Second Term—Napoleonic era. Reconstruction of Europe after the Napoleonic wars. Industrial revolution. Revolution of 1848. Unification of Italy and Germany. Third French republic.

Third Term—British Empire in the nineteenth century. Political and social reforms. Russia in the nineteenth century. Turkey. Expansion of Europe. Present day problems.

16. DRAWING. DEGREE COURSE.

Two one-year courses may be selected from Course 9 for specials.

17. DOMESTIC SCIENCE. DEGREE COURSE.

Two one-year courses may be selected from Course 7 for specials.

18. MATHEMATICS. DEGREE COURSE.

TRIGONOMETRY—FALL TERM.

Geometrical demonstration will be employed to give meaning to the trigonometric functions. Many problems will be given to help fix the formulas and to give practice in the use of the tables. Text: Crockett.

COLLEGE ALGEBRA—WINTER TERM.

Prerequisite: Trigonometry.

A brief review of the theory of exponents and the quadratic equation. The binomial Theorem; Equations above the Second Degree; Inequalities; Ratio and Proportion; Variation; Progressions; Logarithms; Permutations and Combinations; Series; Continued Fractions. Text: Fine's College Algebra.

ANALYTIC GEOMETRY—SPRING TERM.

Prerequisite: College Algebra.

The topics will be taken up in the following order: Co-ordinate System; The Locus of an Equation; The Equation of a Locus; Equation of the First Degree; Transformation of Co-ordinates; The Circle.

The Parabola; The Ellipse; The Hyperbola; General Equation of the Second Degree; Spirals.

19. HISTORY OF EDUCATION. DEGREE COURSE.

A one-year course covering ancient and modern education.

1. Fall term.

Selected topics from Greek, Roman, mediæval and modern education to the 20th century.

2. Winter term.

The development of secondary education and training of teachers for such schools.

3. Spring term.

The school system of the United States, including a general survey of the development of education in this country.

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20. PHILOSOPHY OF EDUCATION. DEGREE COURSE.

A half-year course with Rosenkranz as a text.

21. PSYCHOLOGY. DEGREE COURSE.

A one-year course in the history of Psychological theories.

The Greeks, Plato and Aristotle, Modern Psychologists, and more especially Wolff, Locke, Leibnitz, Herbert, Wundt, Mill, Spencer, Hall, Dewey and James.

22. LEADING PROBLEMS OF THE MODERN ELEMENTARY SCHOOL. DEGREE COURSE.

One Year's Work:

FALL TERM.

Recent development of the course of study in the U. S. Expansion of studies in response to social needs. Crowding of the curriculum and remedy. Double difficulty of simplifying and enriching the course of study. A basis for organization of studies in the curriculum. Relative values and inter-relation of studies. Relation of formal to content studies, a projected course of study. Criticism of present curricula.

WINTER TERM.

Units of study in the form of types for organizing the subject matter in History, Science, Literature, Geography, and the Manual Arts.

Illustrative types worked out and discussed for the leading studies.

The working out of units of study and the organization of subject matter by students.

SPRING TERM.

The general principles of method applied to the several studies.

Illustrative lessons in various subjects and grades.

Difficulties of class room work. Individual versus class instruction. Teaching children how to study. The use of illustrative materials and libraries.

Text books and their use. The problem of supervising teachers.

ANALYSIS OF SUBJECTS IN COURSES NOT LEADING TO A DEGREE. PSYCHOLOGY, PEDAGOGY, PHILOSOPHY OF EDUCATION.

MR. COOK AND MR. GILBERT

1. PEDAGOGY—Third term, Course 3 and 4. Four hours a week.

The course shows that the past is the foundation of all future knowing, how individual notions may be effectively presented to classes of children, how the mind passes to more general phases of knowledge, and how the mind returns to the more significant interpretation of facts by the application of general notions or laws. Along with these studies there are observations of illustrative lessons with children, the making

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of lesson plans and a discussion of some fundamental school problems.

TEXT: McMURRY'S METHOD OF THE RECITATION.

2. PSYCHOLOGY.—First year, course 2; second year, course 3; third year course 4. Four hours a week.

This course occupies one year. The first term is devoted to a study of the intellect; the second, to the feelings and the will; the third, to the method of the subjects of the elementary school.

A psychology text is used the first two terms. The McMurry method books are used the third term with illustrative class exercises with children.

3. PHILOSOPHY OF EDUCATION.—Last term, senior year. Five hours a week. Elective.

The text is Rosenkranz's Philosophy of Education. The course covers Parts I and II.

4. HISTORY OF EDUCATION.—Fifth and sixth term, Course 2, and ninth term, Course 3. Four hours a week.

TEXT: MONROE'S HISTORY OF EDUCATION.

SCHOOL ORGANIZATION AND MANAGEMENT.

MR. GILBERT.

All of the senior year in courses 2, 3 and 4, one hour a week.

I. SCHOOL ORGANIZATION.

a. Theory of Public Free School.

b. Parties to school organization:—Taxpayers, parents, the child. Conflicting interests and demands to be coördinated and harmonized. Board of Education, teachers, home, child in relation to school.

II. SCHOOL ORGANIZATION AND MANAGEMENT.—Determined by demands of child's development.

1. Growing out of laws of physical nature as discovered in Physiology and applied in Hygiene and Sanitation.

2. Growing out of laws of mental nature as found in Psychology and applied in Pedagogy.

3. Growing out of laws of spiritual nature as formulated and applied in Ethics.

III. SCHOOL HYGIENE.—Shaping the school conformably to laws of the child's physical nature.

a. School environment: grounds; building:—Construction—arrangement—care.

b. Ventilation—necessity based on vital processes—elements of problem—devices, appliances and schemes.

c. Lighting—defects of vision. School room causes. Proper

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- lighting: amount, distribution and arrangement of lighting area; control of light.
- d. Seating—evils of prevailing methods. Determining conditions of proper seating. Habitual postures of pupils at desks.
 - e. Fatigue—nature—waste of effort under conditions of fatigue. Conditions producing fatigue. School program in relation to fatigue and rest.
 - f. Infections and contagious diseases.
- IV. PROGRAM OF WORK.—Economy of Energy.
- a. Apportionment of time—week and day as units—program of study and recitation—economics.
 - b. Correlation of work—advantageous successions.
 - c. Rests—character and distribution.
- V. CLASSIFICATION AND GRADUATION OF PUPILS.—“The lockstep of the public schools.”
- VI. SCHOOL DISCIPLINE.—Shaping the school conformably to the laws of the child's moral and spiritual growth.
- 1. Elements of the problem.
 - a. General:—Child a developing moral being. The process one of rational conduct, not of repressive control.
Teacher's task:—Training pupils to behavior.
 - b. Social element:—Rise of moral notions. “Education: organizing resources into power of conduct to fit social world; organization of acquired habits of conduct and tendencies to behavior.”
 - c. Biological elements:—“Man an organism for re-acting on impressions.” “Education bringing mass of possible re-actions into rational control.”
 - d. Physiological elements:—Health, fatigue, school and home environment as affecting conduct.
 - 2. MORAL TRAINING.—How effected.
 - a. School associations:—community of ideals and interests—co-operations vs. competition. Plays and games. Occupations.
 - b. School management (internal). School-room order—economy—standards—spirit.
 - c. School atmosphere—determined by teacher—elements. School-room faults and vices.
 - d. Punishment:—Spirit—aim—character; punishments, proper and improper—time and place.
 - e. School instruction:—Intelligence and moral tone—course of study in its bearing on the will.
 - f. Shaping ideals—Personality of teacher—“Character teaches above our wills.”

HISTORY AND CIVICS.

MR. PAGE AND MISS PATTEN.

1. HISTORY.—Second term, Course 2. Four hours a week.

The term is devoted to a careful study of the principles of method in history. The work in all grades of the elementary school is considered. The principles and theories involved are brought out by assigned reading and class discussion. Due consideration is given to the best available material for the various grades of work.

TEXT BOOK: MACE'S METHOD IN HISTORY.

2. HISTORY OF ILLINOIS.—Third term, Course 2. Four hours a week.

A course, in which those events of Illinois History which are of national importance are studied.

TEXT BOOK: SMITH'S STUDENTS' HISTORY OF ILLINOIS.

3. HISTORY.—First term, Course 3. Five hours a week.

The term is devoted to a study of American history. Instead of a general survey of the whole field of our history, a limited number of topics is selected. Those typical in their character and those which, grouped together, give a view of great movements or important phases of our history, are the chosen ones. The great purpose of the term's work is not the acquisition of new facts, but rather the power to interpret facts. Keen interpretative ability is regarded as a fundamental of method.

TEXT BOOK: McLAUGHLIN'S HISTORY OF THE AMERICAN NATION.

4. HISTORY.—Fourth term, Course 3. Five hours a week.

To obtain skill in interpreting the history of other peoples, one term is devoted to the study of the principal periods of Ancient History.

TEXT BOOK: WEST'S ANCIENT HISTORY.

5. CIVICS.—Eighth term, Course 3. Four hours a week.

Two principal thoughts guide the work in civics. The first is that our political institutions are the result of an evolutionary process. The second is that certain fundamental principles have determined the character of our political institutions. In emphasizing and illustrating these ideas, the main facts in the structure of our government (local, state and national), are brought out. The whole course is a practical illustration of method. Incidentally, specific methods are presented. Much collateral reading is done and special research is made.

TEXT BOOK: JAMES AND SANFORD'S GOVERNMENT IN STATE AND NATION.

6. GREEK AND ROMAN HISTORY.—Second year, Course 5. Five hours a week.

TEXT: WOLFSON'S ESSENTIALS OF ANCIENT HISTORY.

7. MEDIEVAL AND MODERN HISTORY.—Third year, Course 5. Five hours a week.

TEXT: WEST'S MODERN HISTORY.

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8. AMERICAN HISTORY.—Fourth year, Course 5, tenth and eleventh terms.

TEXT: JAMES AND SANFORD.

9. CIVICS.—Fourth year, Course 5, eleventh and twelfth terms.

TEXT: Advanced Civics. Forman.

10. SPECIAL METHOD IN HISTORY.—Elective, winter term, senior year. Five hours a week.

A study of special methods for teachers, covering sources of material, choice of facts, organization of facts, interpretation, time relation, geographic influences, use of original sources, maps and graphic charts, pictures, the library, biographical material, etc., with practical illustrations. Much attention is given to a discussion of available material.

TEXT BOOK: BOURNE'S TEACHING OF HISTORY AND CIVICS.

11. ENGLISH HISTORY.—Elective fall term, senior year. Five hours a week.

Emphasis is laid upon those phases and periods of English History which are of special significance to Americans.

TEXT BOOK: CHEYNEY'S SHORT HISTORY OF ENGLAND.

12. MEDIÆVAL HISTORY.—Elective, second term, senior year. Five hours a week.

The term is devoted to intensive study of a limited field of history. Most of the available material, both of primary sources and of secondary authorities, is accessible in the library. Thoroughness of mastery, and not extent of ground covered is the aim. Among the chief purposes of the term's work are the following: To learn the historic processes, to learn how to search out information from books, to gain an idea of the vastness of the subject of history, to divorce the student from dependence on a text book, to train the judgment in weighing the value of material and in selecting that which suits one's purposes, to learn to generalize from a mass of material, etc. The topics selected for this intensive work may be varied from year to year.

13. CIVICS.—Elective, winter term, senior year, Course 2. Five hours a week.

Taken with No. 5 above, with an additional recitation each week devoted to special topics.

14. POLITICAL ECONOMY.—Elective, spring term, senior year. Five hours a week.

The aim is to inculcate a thoroughly intelligent and practical view of the subject. The evolutionary and theoretical methods are chiefly used though some observations are made.

TEXT BOOK: BULLOCK'S ELEMENTS OF ECONOMICS.

The library is unusually strong in the department of history. Care is not spared to make it systematic and comprehensive. Not only are the leading secondary authorities to be found on our shelves, but also a

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liberal supply of the sources most useful to the student. Constant additions are being made to the list of books and every new demand is met as promptly as possible. The library is a government depository, and receives all of the publications of the United States government. Several thousand volumes have been received.

DEPARTMENT OF SCIENCE.

MR. WAGER, MR. WHITTEN, MISS MANN, MISS SWIFT.

STUDENT LABORATORY ASSISTANT

OTTO GABEL

The subjects included in this department are meteorology, Nature Study, Zoölogy, Hygiene and Applied Science, Human Physiology, Botany, Physics, Chemistry, and Elements of Agriculture and Horticulture.

The aim of the department is to furnish scientific training for the teachers of nature study, and it is the purpose so to unify the different courses as to make each contribute to this end without sacrificing the peculiar interest of any subject.

1. METEOROLOGY.—Second term, Course 3. Five hours a week.

A course in elementary science, with special reference to weather phenomena. Recording of local data; physics and chemistry of the atmosphere; forecasting; weather study in the grades.

MR. WHITTEN.

2. NATURE STUDY.—Third term, Course 3. Four hours a week.

The aim of the course is (1) to give the student a speaking acquaintance and appreciation of the commonest living things in his environment; and (2) to make a somewhat exhaustive study of birds and their economic importance. Emphasis is laid upon field work.

1. Identification and study of trees in their winter condition.

2. Study of the elm twig.

3. Study of a typical flower.

4. Study of willow blossoms and comparison with other tree blossoms as they appear.

5. Field study of birds.

6. Classification of birds. Economic importance. Migration of birds.

7. Census of birds' nests on campus and vicinity.

8. Exhaustive study of nesting birds for a period of one day.

9. Birds in relation to agriculture, with especial emphasis upon hawks and owls, woodpeckers, sparrows and warblers.

10. Collect seeds of elm, maple, and box elder and preserve in sand bed for planting nursery.

11. Study of fruit production of the dandelion as illustrative of the overproduction of plants and the consequent struggle for existence among plants.

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12. Life history and economic importance of the toad.
13. Nature diaries are to be kept throughout the term.

MISS MANN.

3. NATURE STUDY.—First Term. Course 5. Four hours a week.

This course is designed (1) to interest the young student in the common out-of-door phenomena, and (2) to give him a more scientific and detailed knowledge of two economic problems, forestry and dairying.

1. Identification of trees and fall flowers.
2. Identification of common weeds; study of their manner of distribution and method of control.
3. Gathering and preserving of seeds from campus, flower garden, shrubs and trees.
4. Making of soft cuttings; transplanting of same.
5. Study of planting of bulbs.
6. Making and storing of hard cuttings—grape, currant, and ornamental shrubs.
7. Study of woods, with especial reference to their economic value. Make collection of different kinds of wood. Study of cross section of stem.

8. Forestry problems. Value and care of trees. Distribution and conservation of our native forests.

9. Dairying. Breeds of dairy cattle. Testing of milk. Care of milk and its relation to health. Relation of bacteria to sanitary milk production. Butter making. Study of butter substitutes and of laws regulating their manufacture and sale. Cheese making.

10. Observation on out-of-door phenomena connected with the change of seasons and the preparation of plants and animals for winter.

4. BIOLOGY.

It is the aim of the year's work in this subject to acquaint the student with typical forms of plant and animal life to the end of understanding as far as possible the nature of the forces at work in the world of living things. It is believed that it is necessary that the teacher have as broad a training as possible in the science of living things in order that he may approach the teaching of Elementary Science or Nature Study with understanding. Such a training makes possible a deeper insight into the significance of fundamental processes and supplies standards for judgments in relative values. The work is carried on by textbook study, laboratory work and out-of-door excursions. Along with the scientific study of any organism is made the attempt to understand it in all of its relations to man and his welfare.

The seasonal changes make the division of the work into three parts a matter of convenience, although the placement of zoölogy in the fall term does not preclude the study of fall flowers, nor of botany in the spring the study of pond life at that time. The larger topics may be

outlined and grouped as follows:

1. ZOOLOGY.—First term, Course 2; fourth term, Course 3.

The work begins with a study of insects since at this time these animals are particularly abundant. It is thought that these animals should be understood, since they play so important a part in the life of man. This is followed by other invertebrate forms, emphasis being placed upon the unity of physiological processes, though attended by a difference in morphology. The bearing of this study upon the theory of evolution is not lost sight of. Discussions of prehistoric forms are introduced to the end that a comprehensive notion may be had of the range of life, both in time and diversity of forms.

2. PHYSIOLOGY.—Second term, Course 2; fifth term, Course 3.

The study of the vertebrates is completed. This serves as a fitting introduction to the study of man's body. In connection with the various forms previously taken up, an examination is made into their physiological processes, so that the study of the human body becomes largely comparative in its nature. Here again, emphasis is laid upon those processes which are common to all living things.

As a basis of hygienic living, a study is made of food and food values. Calculations of dietaries in fuel value. Study of bacteria and their relation to disease; the application of the facts learned to sanitary principles.

3. BOTANY.—Third term, Course 2; Sixth term, Course 3.

The study of the plant as an organism. An examination by experiment and observation into the manner in which a plant lives. Out of this study are developed certain principles applicable to agriculture.

At such points in the work as are opportune the organization of materials for Nature Study lessons is introduced. Some time is spent in investigating the aim and materials of Elementary Science and Nature Study.

A few of the lower plant forms are taken up, such as pleurococcus, spirogyra, moss fern, etc.

In connection with all of the work a notebook is kept in which are incorporated the drawings made in the laboratory and such descriptions and lecture notes as are deemed important.

MR. WAGER.

4. ECONOMIC ZOOLOGY.—Fourth term, Course 5. Five hours a week.

The aim of this course is (1) to acquaint the student with the vast importance of insects, their relation to man, and their control. (2) To acquaint him with the mammals indigenous to his region and methods of controlling such as pests. (3) To study types and breeds of farm animals.

1. Study of a typical insect; its morphology, life history, and economic importance.

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2. Study of the life history of the Monarch Butterfly as a typical lepidopterous insect. Economic importance of other members of the group.

3. Study of some of the commonest bugs of economic importance—aphids, chinch bug, and cicada.

4. Life history of the house fly and its importance as a carrier of disease.

5. Life history of the mosquito and its relation to the spread of disease.

6. Study of the community life of the bee from observation hive.

7. Sparrow as weed seed destroyers.

8. Field and laboratory studies of native mammals.

9. Types and breeds of farm animals.

MISS MANN.

5. PHYSIOLOGY.—Fifth term, Course 5. Five hours a week.

MISS MANN.

6. PLANT STUDIES.—Sixth term, Course 5. Five hours a week.

It is the aim of this course (1) to acquaint the student with the plant as an organism; (2) to identify the common wild and cultivated plants; (3) to determine the characteristic of some of the principal plant families.

1. Study of buds and bud arrangement.

2. Grafting and planting of hard cuttings.

3. Study of seeds and their germination.

4. Study of the structure and function of roots.

5. Study of stem structure; function of parts with experiments.

6. Structure and function of leaf.

7. Study of some of the spring flowers as representatives of some of the more important plant families.

8. Study two or three typical flowerless plants, such as spirogyra, mold and moss. Especial emphasis is to be laid upon the fungi of economic importance.

9. Relation between flowers and insects.

10. Origin of fruit from the flower.

11. Planting of home grounds for decorative purposes.

12. Nature diaries are to be kept throughout the term.

MR. WAGER AND MISS MANN.

7. PHYSICS.—Fourth term, Course 2, and seventh term, Course 3. Five hours a week.

It is the aim of this course to provide the grade teacher with a sufficient working knowledge of physical laws to enable her to interpret the chief physical phenomena of daily life; to make her feel more or less at home amidst the play of those physical forces whose application to

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the problems of living, through machines, devices for heating, lighting, ventilating, and otherwise, so tremendously influence all our activities.

No attempt will be made to cover the entire realm of physics and the aim as stated above will serve as a guiding principle in the selection of topics for study. Laboratory illustration and verification will accompany the study of a text.

A high school course in physics, or its equivalent, is presupposed for this course. Students of superior attainments who can satisfy the instructor as to their proficiency in physics may, by special arrangement, be permitted to substitute course 8, 10, 11, or 13 below.

MR. WHITTEN.

8. **CHEMISTRY.**—Eighth term, Course 3. Five hours a week. A study of the more important elements and their compounds. Inductive development of chemical laws. Chemistry of familiar things. Elective where not required.

MR. WHITTEN.

9. **ELEMENTS OF AGRICULTURE AND HORTICULTURE.**—Spring term, senior year. Elective. Five hours a week. Chemistry is a prerequisite.

MR. WHITTEN.

10. **ADVANCED PHYSICS.**—Winter term, senior year. Continuation of Course 7. Elective. Five hours a week.

MR. WHITTEN.

11. **ADVANCED CHEMISTRY.**—Spring term, senior year. Continuation of Course 7. Elective. Five hours a week.

12. **ADVANCED NATURE STUDY AND AGRICULTURE.**—Senior year. Elective. Five hours a week.

A consideration of the work in Nature Study and Elementary Science throughout the grades during the fall, winter and spring terms. Field excursions; choice of subject matter; collection, preservation and study of material; intensive treatment of a few topics appropriate to the season; a course of nature study for the grades; the literature of nature study; values and aims; relations to other subjects; observation and discussion of lessons in the grades. This work will be helpful not only to grade teachers, but also to prospective teachers of High School Science.

MR. WAGER AND MR. WHITTEN.

13. **METHOD IN PHYSICAL SCIENCE.**—Fall term, senior year. Five hours a week. Elective.

This course is designed to make a special study of the topics from physics and chemistry suitable for use in the grades, to arrange such topics into a course of study, and to prepare plans and arrange apparatus for the actual presentation of the topics to children.

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MR. WHITTEN.

14. **ELEMENTARY PHYSICS.**—Second term, Course 5. Four hours a week.

The object of this course is an elementary study of some of the more common appliances through which physical laws are made to contribute to human progress. The work consists of the study of a text, use of reference books, and numerous laboratory exercises.

MISS MANN.

15. **AGRICULTURE.**—Third term, Course 5. Four hours a week.

An elementary study will be made of soils, farm crops, farm machinery, farm animals, etc. The authorities consulted will consist of a text book and numerous pamphlets and bulletins of the Department of Agriculture and of the various colleges of agriculture. The principal theses will be demonstrated by laboratory exercises.

MR. WHITTEN.

16. **PHYSICS.**—Seventh, eighth and ninth terms, Course 5. Five hours a week.

A high school course. Special effort will be made to connect the work with real life and thus to give it concrete connection. The study of the text will be accompanied by numerous demonstrations and laboratory exercises.

MR. WHITTEN.

MATHEMATICS.

MR. PARSON, MISS PARMELEE.

1. **ARITHMETIC.**—First term, Course 2. Four hours a week.

The primary aim of this course is to fit the students to teach arithmetic most effectively to children. The work consists of a thorough examination of the subject for the purpose of discovering its logical organization and unfolding as well the pedagogical method of its presentation.

2. **ARITHMETIC.**—First term, Course 3, four hours a week; second term, five hours a week.

The work of the first term consists of a careful study of the science of arithmetic. Especial attention is given to presenting this part of arithmetic to children.

The second term is devoted to the application of arithmetic to practical affairs. Measurements and percentage are fully treated.

Text-book: Cook and Cropsey.

3. **ARITHMETIC.**—First term, Course 5, four hours a week; second term, five hours a week.

An academic treatment of the subject.

4. **COMMERCIAL ARITHMETIC.**—Tenth term, Course 5. Five hours a week.

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5. GEOMETRY.—Seventh, eighth and ninth terms, Course 5. Five hours a week.

6. BOOKKEEPING.—Third term, Course 5. Five hours a week.

Text: Ellis's Elementary Course.

7. ALGEBRA.—Fifth term, Course 2. Five hours a week.

The work of this course is a thorough review and intensive study of the more difficult topics of the elementary algebra. To enter this course the student should have had a year or more of algebra in a good high school.

Text: Beman and Smith's Academic Algebra.

8. ALGEBRA.—Third and fourth terms, Course 3. Four and five hours a week.

This course is intended for students who have had but a limited training in algebra. It aims to distinguish sharply between illustration and demonstration of mathematical truth and to lead the student to an appreciation of the exactness and rigor of the science.

Text: Beman and Smith's Academic Algebra.

9. GEOMETRY.—Sixth term, Course 2. Five hours a week.

This course extends over one term of twelve weeks and is devoted in the main to solid geometry. To enter this course students must have had at least one year of high school work in plane geometry.

Text: Sanders's Plane and Solid Geometry.

10. GEOMETRY.—Fifth and sixth terms, Course 3. Five hours a week.

This course extends over two terms of twelve weeks each and includes plane and solid geometry. It is arranged for students who have had less than a year of work in the subject.

Text: Sanders's Plane and Solid Geometry.

11. TRIGONOMETRY.—Spring term, senior year. Five hours a week. Elective.

12. COLLEGE ALGEBRA.—Winter term, senior year. Five hours a week. Elective.

LANGUAGE.

MISS WHITMAN AND MR. WIRTZ.

1. ENGLISH GRAMMAR.—Third term, Course 2. Four hours a week.

The work in English Grammar is largely inductive. Both literary English and our own every-day speech furnish material for study. First, the passages chosen are considered with a view to discovering the principles of sentence structure and the properties of words, by virtue of which they are capable of filling their various offices in the sentence; second, original statements of the principles discovered are made. The student also forms his own definitions of technical terms used. The text-books serve chiefly for reference and corroboration of the student's own discoveries.

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During the entire course the emphasis is laid on the analysis of the sentence, and all intensive study is made to be a means to the full interpretation of the sentence in its essential form.

2. **ENGLISH GRAMMAR.**—First and second terms, Course 3. Four hours a week.

The work in English Grammar for the three-year course covers the same ground as that for the two-year course; however, since two terms are devoted to it by the three-year pupils, a more detailed study of each topic is possible. The thought must be seen back of the sentence before this is possible.

Much attention is given to method of presentation in the grades through discussion in the class-room and actual work with the children of the Training School. An important feature of the work is the examination of text-books in grammar, both for the purpose of acquiring skill in interpreting authors and to judge of the merits of the books for use in the grades.

It will be observed that Latin is offered as an elective in the three-year course. The object in this is both to introduce a culture study and to offer opportunity for further strengthening in English. The advantage of the study of an inflected language, such as Latin, is two-fold: first, one gains an insight into grammatical relations that can scarcely be attained from any other source; second, it not only offers opportunity for, but demands fine distinctions both in thought and expression. For outline see the statement of course in Latin.

3. **LATIN.**—Course 4. Five hours a week.

FIRST YEAR.

First Term.—Study of inflectional forms and simpler constructions, with constant drill in vocabulary and comparison of Latin and English modes of expression.

Second Term.—Further study of forms and constructions and reading of easy Latin. Reading of Latin aloud intelligently. Simple prose composition.

Third Term.—Completion of the *Beginner's Book*; review of syntax; consecutive reading.

SECOND YEAR.

First Term.—Cæsar, books I and II. Prose composition.

Second Term.—Cæsar, books III and IV or selections from other books. Prose composition.

Third Term.—Cicero, Orations against Catiline I-IV. Prose composition and study of historical setting, argumentation and literary style.

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THIRD YEAR.

First Term.—Cicero, *The Oration for Archias* and *Manilian Law*. Prose composition.

Second Term.—Five hours a week. Vergil's *Aeneid*, books I-III. Much attention paid to narrative, mythology and scansion. Prose composition.

Third Term.—Vergil's *Aeneid*, books IV-VI. Review of Prose Composition.

FOURTH YEAR.

First Term.—Cicero *de Senectute* and *de Amicitia*. Careful review of syntax.

Second Term.—Livy, book XXI. Prose Composition.

Third Term.—Livy, book XXII. Prose Composition.

4. GERMAN.—Course 4. Five hours a week.

THIRD YEAR.

First Term.—Elementary German. Study of principles of German grammar with much practice in pronunciation, reading and speaking. As a text some grammar, such as Thomas's or a beginning book as Vos's *Essentials of German*, is used. As soon as practicable *Gluck Auf* is begun and carried on with the grammar work.

Second and Third Term.—Completion of grammar or beginning book and *Gluck Auf*. Reading of two or three easy texts taken from the following: Zehokke's "*Der Zerbrochene Krug*," "*Imensee*," "*L'Arrabbiata*," "*In St. Jurgen*." In using these the work is divided between covering the lesson by translation and the question and answer method. Frequently easy German from other books is read and the class is required to reproduce it either orally or in writing. Prose once a week is based on the text read.

FOURTH YEAR.

First Term.—Reading of "*Höher als die Kirche*," "*Fritz auf Ferien*," or their equivalent, followed by the reading of "*Wilhelm Tell*."

Second Term.—"*Die Jungfrau von Orleans*," and "*Minna von Barnhelm*."

Third Term.—"*Teja*," "*Hermann und Dorothea*," and "*Iphegenie*." A complete review of German grammar with a view to teaching it.

During this year's work somewhat the same method is employed as during the second and third terms of the third year, and, in addition to this, the student is led, so far as possible, to a correct interpretation and appreciation of the literary worth of the work read.

5. GREEK.—Course 4. Five hours a week.

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THIRD YEAR.

First Term.—Study of forms and construction with rapid oral translation of short sentences from Greek to English, and vice versa.

Second Term.—Further study of forms and syntax, and reading of a portion of the first book of Xenophon's *Anabasis*; reading of Greek aloud, both before and after translation.

Third Term.—Completion of first book of *Anabasis*, with special attention paid to prose composition.

FOURTH YEAR.

First Term.—Second and third book of the *Anabasis*; continued work in prose.

Second Term.—Fourth book of the *Anabasis* and selections from the *Hellenica*. Prose composition.

A term's work in comparative etymology may be substituted.

Third Term.—Homer's *Iliad*, books I-III, omitting the catalogue of ships. Study of Ionic dialect; scansion; collateral reading in English.

ELECTIVE.—A course in comparative etymology and syntax is offered each winter term as an option with the work of the same term in fourth year Latin or Greek, or German of the second year. It may be substituted for only one of these three branches.

READING AND ORATORY.

MISS FARLEY.

It is the aim through the reading course to enable the pupil to grasp the full mental content of the printed page; to make careful discrimination; to cultivate the imaginative power; to control and direct the emotional nature; to appreciate the finer spirit of literature, and to express his appreciation with simplicity and naturalness.

The work in reading may be outlined under the following headings:

1. Voice Culture. 2. Bodily Expression. 3. Reading and Dramatic Work.

1. VOICE CULTURE.

1. Reading.—Second term, Course 2.

1. VOICE CULTURE.—It is the aim of this course to eradicate speech defects and undesirable vocal qualities; to bring out the latent power and beauty of the voice, and to develop such resonance, flexibility and sympathy as will make the voice a fit medium for the expression of thought.

2. BODILY EXPRESSION.—In order to render the body more responsive to thought and feeling, the following are sought for: Power of relaxation and appreciation of rhythm in movement; elimination of self-consciousness and the establishment of repose, control and freedom, attainment of grace and dignity of bearing.

3. READING AND DRAMATIC WORK.—It is the purpose in reading to

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develop careful thought analysis; perception of sense-relation; power of imagination; realization of the mental attitude of reader as revealed by form of expression; emotional power. In order to accomplish this purpose the work must be carefully graded according to the pupil's natural development. Material is used from Dickens, Mathew Arnold, Tennyson and others.

During a part of the term a Shakespearean play is read with special reference to: (a) the interpretation of difficult passages, (b) character study, (c) plot (d) presentation of principal scenes with personation of characters.

2. READING.—First term, Course 3. Five hours a week.

The work in this course is somewhat the same as that of the two-year course, although less condensed. Analysis and method work in some of the upper grade classics will be given, also a Shakespearean play.

3. READING.—Second term, Course 4. Five hours a week, and first term and a half, Course 5. Four and five hours a week.

The especial purpose of this course is to produce good sight-readers. All that has been given in previous statements is to be considered as equally applicable here.

4. PUBLIC SPEAKING.—Elective. Five hours a week.

5. ADVANCED READING.—Elective. Five hours a week.

6. A COURSE IN PHONETICS, two hours a week, will be given in connection with the above courses.

DRAWING.

MISS MERRITT.

AIM OF THE COURSE:

1. An appreciation of the beautiful in nature.
 2. An appreciation of fine works of art and a power of interpretation.
 3. A power of discrimination between the good and the bad in the industrial world and a joy in the good.
 4. A power of invention.
 5. A definite knowledge of the few fundamental principles underlying each of the four phases of drawing.
 6. A certain amount of technique in handling the various media.
1. COURSE 5.—Two hours a week.

FIRST YEAR.

Constructive and decorative design related to the manual training.

SECOND YEAR.

Representation.

THIRD YEAR.

Constructive and decorative design.

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FOURTH YEAR.

Representation and the Fine Arts.

2. COURSE 2.—Two hours a week.

First Term.

Landscape and nature drawing. Principles of lettering. Blackboard sketching.

Second Term.

Principles of perspective, animal and pose drawing.

Third Term.

Blackboard sketching, constructive and decorative design, nature drawing, comparison of courses of study.

3. COURSE 3.—Two hours a week.

First Term.

Landscape and nature drawing. Principles of lettering. Blackboard sketching.

Second Term.

Principles of perspective, animal and pose drawing.

Third Term.

Blackboard sketching, constructive and decorative design, nature drawing.

Fourth Term.

Landscape and nature composition.

Fifth Term.

A study of some of the world's masterpieces.

Sixth Term.

Constructive and decorative design, blackboard sketching and lesson plans.

GEOGRAPHY AND GEOLOGY.

MISS WELLER.

The purpose is first to give the student the true notion of Geography, a knowledge of the earth as man's home, of man at work in a world alive, furnishing the conditions for working and living; second, to organize material of Geography, basing the organization upon the principles of causal relationship and comparison.

1. GEOGRAPHY.—First term, Courses 2 and 4. Four hours a week.

A brief review of the earth as a whole, size, shape, relation to the sun, motions, ocean-basins, continental platforms and continents.

North America—physiography, drainage, climate, position in the world: heat, wind and rainfall belts, economic geography, studies of type regions, comparison of other continents with North America.

A consideration of home geography or that of the child's experience.

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Selection and organization of topics suitable for intermediate and grammar grades; principles governing their selection and arrangement.

The use of such aids to geographic impressions as pictures and slides; maps, globes, and modeling in sand, paper pulp, putty, plaster; map drawing, chalk-modeling, diagrams; field trips.

2. GEOGRAPHY.—Second and third terms, Course 3. Four hours a week.

The work is essentially the same as that of Course 2, but more time is given to blackboard work and to the organization of type studies.

3. GEOGRAPHY.—Course 5.

The course includes a general review of each of the continents, covering the physiography, climate, industrial and commercial development. Type regions will be chosen for special elaboration, which represent the large units in geography, and these will be made bases of comparison for regions in other parts of the world.

4. PHYSICAL GEOGRAPHY.—Ninth term, Course 3. Five hours a week.

This course supplements the student's work in geography. The relation and relative value of the chief factors involved in the dependence of man and all life upon physical environment will be emphasized. In connection with each topic, the life side, in its practical significance, is made much of. The study also becomes an aid to general culture.

ORDER OF TOPICS.

The Lithosphere.

1. Relief features of the first and second orders. Subordinate Topographic Features.

2. Work of the atmosphere.

3. Work of ground-water.

4. Work of running water.

5. Work of snow and ice.

6. Lakes and shores.

7. Vulcanism.

8. Crustal movements.

9. Origin and history of physiographic features. Text, Salisbury's Physiography. Advanced Course. The text book work is supplemented by field trips and a selected list of topographic maps.

5. GEOLOGY.—Elective in the senior year. One term, twelve weeks. Five hours a week.

6. PHYSICAL GEOGRAPHY.—Eleventh and twelfth terms, Course 5.

TOPICS.

1. The Lithosphere.

2. Earth Relations.

3. The Atmosphere.

4. The Ocean.

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Selected types of land forms will be made a basis for intensive study, developing, especially, the human phase, commercial and industrial, in relation to the physical. A review of regional geography will also be combined with the physical. Laboratory work, two hours a week. Text: Salisbury's Briefer Course.

MUSIC

MISS HUFF AND MISS PRATT.

Two hours a week through the first year of Course 2, 3, 4, and through the second year of Course 5.

1. Study of the adult voice.
2. Study of the child voice.
3. History and theory of music preparatory to sight reading.
4. Sight reading.
5. Song singing.
6. Part songs.
7. Classic songs.
8. Songs and Solos.
9. Illustrated class lessons.

LITERATURE, RHETORIC, AND COMPOSITION

MISS SIMONSON.

MISS DEWEY, ASSISTANT.

COURSE 1.—LITERATURE FOR CHILDREN.—Fourth term, Course 2. Four hours a week.

A study of the various forms of literature that meets the interests of children, with reference especially to the educative ends desired from the literature in the school. This means a study of the principles involved in the selection of material for class study and for outside reading, in the general arrangement of the course in literature and in its relation to the other work of the school. It includes a study of rhymes and jingles and other child verse, the accumulative story, the fairy tale and other forms of the folk tale, nonsense literature, the fable and other forms of the animal story, stories of myth, Bible stories, ballad literature, and the great stories of adventure and heroism.

COURSE 2.—ENGLISH LITERATURE.—Fifth term, Course 3. Five hours a week.

A study of the history and development of English literature through library reference work and through study of selections that illustrate literary movements and otherwise have literary worth. Some general study will be made of the prose literature, but the emphasis of the course will be on the development of English poetry, the selections to be made mostly from the Ballads, Chaucer, Shakespeare, Milton, Dryden, Pope, Burns, Wordsworth, Coleridge, Keats, Shelley, Tennyson, and

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Browning. *Twelve Centuries of English Poetry and Prose*, by Newcomer and Andrews, is used as text.

COURSE 3.—AMERICAN LITERATURE.—Sixth term, Course 3. Five hours a week.

A study of the development of poetry in America and of prose as found in the short story. Page's *The Chief American Poets* and Baldwin's *American Short Stories* are used as texts.

COURSE 4.—RHETORIC.—Seventh term, Course 3. Five hours a week.

This course consists in the writing of exercises and longer weekly themes, the frequent oral presentation of thought before the class in connection with the study of principles of composition that concern the different forms of discourse, the whole composition, the paragraph, the sentence and the use of words.

COURSE 5.—THE SHAKESPEAREAN DRAMA.—Elective.

A review of the drama in general of Shakespeare's time and a study of dramatic principles as revealed in a study of four or five typical plays of Shakespeare, as *Macbeth*, *As You Like It*, *King Lear*, or *Hamlet*, and *The Tempest*.

COURSE 6.—ENGLISH POETRY OF THE NINETEENTH CENTURY.—Elective.

A review of the romantic period in English literature and a study of the poetry of Tennyson, Browning, and Arnold. Page's *British Poets of the Nineteenth Century* is used as text.

COURSE 7.—THE FORMS OF LITERATURE.—Elective.

A study of ballad literature, of the development and forms of the short story, the principles of the drama as found in typical dramas of Shakespeare, forms of lyric poetry, and the essay.

COURSE 8.—ENGLISH.—First year, Course 5. Five hours a week.

This is an elementary course in composition and literature. It aims to combine in a practical way some study of the principles of composition with frequent exercises in oral and written composition. The work in literature includes a study of the selections in Ashmun's *Prose Literature for Secondary Schools*, *Popular Ballads*, *The Gold Bug*, Lewis's *Introduction to English Literature*, *Treasure Island*, and Palmer's translation of *The Odyssey*.

COURSE 9.—ENGLISH.—Second year, Course 5. Five hours a week.

The work of this year continues that of the preceding year, but becomes larger in its scope. An elementary text book of rhetoric is used. The work in literature looks to the broader study of English and American literature to come later. It includes a study of *Ivanhoe*, *English Narrative Poems*, *The Lays of Ancient Rome*, *The Man Without a Country*, *Gareth and Lynette*, selections from Malory's *Le Morte D'Arthur*, *The Rime of the Ancient Mariner*, *The Vision of Sir Launfal*, *As You Like It*, and *The House of the Seven Gables*.

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Courses in Themes.

1. Two terms, Course 2. One hour a week.
2. Four terms, Course 3. One hour a week.

A written or oral composition is required each week, the compositions developing progressively topics in description, narrative exposition and argumentation. Also some study is made of selections illustrating the principles of composition involved in the forms of discourse. In addition the preparation of a longer paper on some educational subject is required for graduation.

PHYSICAL TRAINING.

MISS FOSTER.

AIM:

1. To develop and train the body, by means of properly chosen physical exercises, as an aid to the best mental and moral advancement of the individual.

2. To gain self-control and self-reliance from the ability to perform certain physical acts (apparatus work) which will give a consciousness of self, excluding the possibility of self-consciousness.

3. To become familiar with the different kinds of physical exercises, that better preparation may be had for teaching children.

4. To realize that exercises, to be beneficial, must comply with certain hygienic laws and must take physiological and psychological effects into consideration.

5. To gain the ability to observe individual pupils and detect their physical defects; also what corrective exercises to apply in such cases.

6. To appreciate the necessity for progression from exercise to exercise in the same lesson, and from one lesson to the following one.

7. To gain knowledge of the proper duration and speed of different movements and be able to so govern a class by the use of the voice that the movements shall be performed correctly.

8. To understand the manner in which a lesson should be conducted and what results should be expected; to realize that a lesson in which there is a minimum mental activity fails in its educational value.

COURSE 1.—First term, Course 2 and Course 3. Two hours a week.

1. Elementary Swedish gymnastics.

- a. The mastery of gymnastic names of different positions of feet, arms and body and the manner of their combination to form exercises.
- b. The ability to perform these positions and exercises correctly.
- c. The use of the voice as expressive of speed and duration of movement.
- d. The lesson for the school room—what it should contain and how to teach it.

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- e. The detection of personal physical defects and suggestive corrective exercises.

COURSE 2.—Second term, Course 2 and Course 3. Two hours a week in the gymnasium.

1. Advanced Swedish gymnastics.
2. Apparatus work.
3. Practice in teaching each other as preparation for actual work with children.
4. Running.
5. Marching.
6. Games.

Believing that games, besides providing physical and recreative features for the play ground and school room, may become a great socializing and harmonizing element, as well as a means of eliminating objectionable features of sex consciousness, considerable attention is paid to their classification and application.

Games develop:

- a. Mental and physical dexterity.
- b. Freedom and grace of movement.
- c. Development of sense perceptions.
- d. Correlation of eye and hand in acquiring an appreciation of distance, aim, speed, etc.
- e. Patience, self-control, unselfishness, and a consideration of others' rights and feelings.
- f. A code of ethics and morals made a part of the child through his own experiences.

COURSE 3.—Third term, Course 2 and Course 3. Two hours a week in the gymnasium.

1. Exercise with wands, dumb-bells, bean bags and bounding balls.
2. Fancy steps.
3. Fancy marches.
4. Games.
5. Rhythm.

COURSE 4.—BASKET BALL.—Elective. Open to any student possessing the physical requirements. Doctor's certificate as to condition of heart and lungs required. Fall and winter terms.

COURSE 5.—INDIAN CLUB SWINGING.—Elective. Two hours a week. Spring term.

COURSE 6.—SPECIAL METHOD, PRIMARY GRADES.—Elective. Five hours a week. Spring term.

COURSES 1, 2 and 3 are compulsory and necessary for graduation. No credits are given for courses 4 and 5. Full credit is given for Course 6.

The gymnasium, with a clear floor space of 80 by 75 feet, well ventilated and lighted on two sides by large windows eight feet from the floor, offers splendid facilities for the personal development of the Nor-

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mal students, and the acquirement of a knowledge of physical exercises for presentation to pupils in the school room.

There is a good equipment of new apparatus, and the adjoining bath rooms for spray and shower baths are free to students.

A suitable suit and rubber-soled shoes are necessary in the gymnasium, and those persons not already provided with such attire are advised to procure it after reaching the school, as a greater uniformity of costume may thus be acquired. The cost will be about five dollars.

This department aims to do practical work, developing a well trained body as a support for a well trained mind.

MANUAL ARTS.

MR. VAUGHN.

Each of the following forms of hand work aims:

- a. To give experience in a craft which has been of large social significance and has grown to large industrial importance.
- b. To teach important processes of working over material selected into useful and artistic forms.
- c. To emphasize the structural basis of design, and the function of design in its application to objects of daily use.
- d. Through the making of things to develop an appreciation of the artistic and intrinsic value of objects used in every day life.
- e. To give the students some understanding of the problems of manual training in the elementary school.

The student selects for execution those problems which involve typical processes of working the material and which are of use in the class room.

1. **SHOPWORK IN WOOD.**—For graduates of country schools. Two hours a week. Three terms.

This course aims to develop the fundamental principles of design and construction in wood. While wood is the basic material of this course, woodworking is treated as a craft, in which various materials may be used in the construction of articles—metal for hinges, handles, etc.; leather for upholstering; cane and rush for tops, seats, etc.

2. **BOOKBINDING.**—Elective. Ten hours a week.

For orderly and systematic development, bookbinding is probably the ideal craft for school work.

The course begins with a brief working out of simple types of books suitable for grade work, and proceeds to the higher types of conventional bookbinding. It includes the binding of magazines, the rebinding of old books, and the binding of new books from the original sheets, bringing in the various methods of sewing and the typical forms of covers.

3. CONSTRUCTION.—Elective. Ten hours a week.

This course is arranged to prepare students to teach the various forms of construction or industrial work suited to the grades from first to sixth.

The work is based on the course of study prepared for the Training School, and is carried out on four distinct lines, i. e., Book-making and binding, Textiles, Pottery, and Blockbuilding and simple Woodwork.

Plans and designs for the various problems are prepared by the students.

4. METALWORK.—Elective. Ten hours a week.

It is the aim of this course to give the students some skill in handling the various materials and processes and to encourage and enable them to continue the work in their homes, with simple and inexpensive equipment.

After a few preliminary projects, the work is largely individual.

The following list indicates something of the scope of the work: trays, letter files, bookends, bowls, candle scones, fancy boxes, paper knives, vases, fern dishes, spoons, watch fobs, belt buckles, stickpins, etc.

In the execution of these problems, the following processes are involved: pounding on sandbag and over stake and anvil, filing, sawing, annealing, riveting, soldering, etching, and repoussé.

Consideration is given to the history of the craft, and the characteristics of brass, copper, and silver.

5. SHOPWORK.—BENCHWORK AND WOOD TURNING.—Elective. Ten hours a week.

The purpose of this course is to familiarize the student with wood-working tools, and with the proper methods of planning and constructing projects in wood.

The course is planned from the standpoint of the mature student who desires to do as advanced work as is in keeping with his ability.

Some consideration is given to the following topics:

Woodworking industries.

Kinds of wood and method of preparation for the market.

Wood finishing.

Shop equipment and its cost.

6. POTTERY.—Elective. Ten hours a week.

The course in pottery involves the following processes:

1. Modeling.

2. Coil building.

3. Various forms of decoration.

4. Preparation and application of glazes.

5. Biscuit and glaze firing.

6. Making and use of moulds.

7. Thrown on potter's wheel.

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Some consideration is given to the composition of clay and glazes, to the history of the clay industries, and to the development of the modern art ware.

Special attention is given to the beauty of form and decoration, and to the principles of design as related to pottery.

7. PRINTING.—Elective. Ten hours a week.

This course aims to acquaint the student with the elements of printing in its three main divisions of work—Composition, Imposition and Presswork.

DOMESTIC SCIENCE.

MISS HALL.

1. FOODS.—Elective. Ten hours a week.

This course covers briefly the following topics:

1. The composition and nutritive value of foods.
2. Their relation to the needs of the body.
3. Fundamental principles and processes of cooking.

The method of studying these topics includes:

1. Experiments designed to lead the student to discover, for himself, to verify or to illustrate certain fundamental principles drawn from the pure sciences which have direct application to the process of preparing foods.
2. The application of these principles in cooking.
3. Discussion of assigned topics from Hutchison, "Food and Dietetics;" Thomas, "Practical Dietetics;" Halliburton, "Chemical Physiology;" Stewart, "Physiology;" Conn, "Bacteria, Yeasts and Molds."

2. SEWING.—Elective. Ten hours a week.

1. Consideration of the course of study in sewing for the elementary school.
2. Material and models suited to the different grades.
3. The making of models and simple garments.

THE TRAINING DEPARTMENT.

C. A. McMURRY, DIRECTOR

About six hundred children in the public schools of DeKalb constitute the Training School. About two hundred fifty are in the Normal building and the rest are in the Glidden School.

Two teaching credits are required for graduation. The general plan anticipates two terms of teaching, one term as assistant and one term in charge of a room for one-half of each day. The arrangement is modified somewhat in individual cases. In the city building there is a critic for each room who will thus have the supervision, ordinarily, of from two to four pupil-teachers, since beginners are permitted to assist

in the care of rooms. The pupil-teachers are conditioned substantially as they will be in their subsequent teaching, with this difference,—the supervision is closer.

Illustrative exercises with classes of children conducted by critic teachers, heads of departments, and by unusually capable pupils constitute a regular and important feature of the training work.

The following course of study is organized under the direction of the Superintendent of Public Schools. Much assistance is contributed by individual members of the city teachers and of the Normal School faculty. A large part of this is so interwoven that individual credit cannot be given. It is not invidious to make mention of the work of Mr. Keith, on Penmanship; of Mr. McMurray and Mr. Hatch, on Geography topics and references; of Miss Patten, on the History outline; of Mr. Parson, on Inventional Geometry; of Mr. Wager, on Nature Study; of Misses Nicholson and Huff, on Music; of Miss Merritt, on Drawing; of Miss Foster, on Physical Training, and Miss Whitman, on Grammar.

COURSE OF STUDY. THE LANGUAGE GROUP.

The studies of this group—Literature, Reading, Language, Spelling and Writing—hold at once the widest relations with the Course of Study as a whole and the closest among themselves. The aim throughout the course is to recognize this fact and keep the members of the group in immediate association each with the other and in intimate correlation with other studies.

LITERATURE.

The place of literature in the course is two-fold: (a) To illuminate and interpret facts of science, geography or history; (b) as an object of study in itself, as a source of refinement and mental quickening.

In the first case, it is to be read or related and not dwelt upon except as portions are now and then memorized. In the second, the teacher and class should linger over it and endeavor to get its deeper meaning and spirit. In the first three grades, this presentation should be mainly by narrative by the teacher, to be narrated in turn by the individual children before the class, and is to be a daily exercise. In the Fourth, Fifth and Sixth Grades this material is to be used in the reading classes and is to be presented with careful thought analysis. In the Seventh and Eighth Grades this work is to be fairly close intensive study of masterpieces with parallel readings and is to alternate with formal grammar.

Apart from material designated here, much that is chosen with reference to special days and events will be presented. Much effort should be given by the classes to memorizing choice selections, especially such as relate to birds and flowers, to seasons and seasonal characteristics and events. Selections used for reading should present many lines, couplets,

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stanzas, paragraphs; many rare, apt, vigorous words; many phrases and many figures—to be held in memory and often recalled and enjoyed by teacher and class. Definite effort should be made to give these words, phrases, figures, varied appropriate associations, in order to work them into the web of the children's thinking and usage.

The lists given below are by no means exhaustive. They rather present types. Much of the current children's literature finds its way into the school-room.

References:—McMurry (C. A.), *Special Method in Literature*; Scudder, *Literature in Schools*; McMurry and Cook, *Songs of Treetop and Meadow*; Shute, *Land of Song* (3 vol.).

FIRST GRADE.

FAIRY AND FOLK STORIES.

Three Little Pigs.

Chicken Little.

The Old Woman and Her Pig.

Grimm's Briar-Rose.

Grimm's Rose-red and Snow-white.

Grimm's The Elves and the Shoemaker.

Grimm's The Musician of Bremen.

Grimm's Hans in Luck.

Andersen's The Pea Blossom.

Andersen's The Ugly Duckling.

ANIMAL STORIES.

Andersen's What the Moon Saw.

Moufflou. Bimbi Stories for Children. Ouida.

Androclus and the Lion.

BIBLE STORIES.

Moses in the Bulrushes.

The Christ Child.

David and Goliath.

The Child Samuel.

FABLES.

The Crow and the Pitcher.

The Hare and the Tortoise.

The Fox and the Crow.

The Goat, the Kid, and the Wolf.

SECOND GRADE.

a. Beauty and the Beast.

b. Hiawatha.

c. Robinson Crusoe.

d. Aladdin and His Wonderful Lamp. Arabian Nights.

THIRD GRADE

- a. Greek Myths:—Tanglewood Tales. The Wonder Book.
- b. The King of the Golden River.
- c. Robin Hood—School Edition. Howard Pyle.
- d. The Story of Siegfried. Baldwin. Chs. I-VI.
- e. Toomai of the Elephants.
- f. Rikki-Tikki-Tavi.
- g. Jungle Book.
- h. Sindbad the Sailor. Arabian Nights.

READING.

Note:—Reading is the most wide-reaching acquisition made by the child in school. No agency is capable of becoming so effective under wise teaching for at once disciplining and informing the pupil's mind. No study, then, deserves more careful consideration or demands more carefully elaborated plans than this. For in actuality no other study more widely and effectively conduces to bad mental habits.

It must begin and at every point proceed on the basis of vigorous, genuine thinking on the part of the child, and the life of such thinking is constant, clear, vivid, imaging—the reality and character of which the teacher should unfailingly put to proof in some way—drawing, construction, dramatization, or equivalent forms of expression.

These remarks lead to the following suggestions:

1. The reading must be chosen with wise discrimination as to its adaptation to the children's intelligence, taste and effort, in thought, in spirit, in phraseology.

2. Close alliance must be kept of the reading matter to the children's active interests—other studies, seasonal changes, attractive elements of environment, of experience, etc.

4. Supplementary reading should be used, not simply to give more exercise in reading, but to enlarge and enrich specific topics, thus applying the power to read a clear perceived end in the acquaintance of information, reading from sharply defined, immediate motive, with close and strong association.

5. The assignment of work must be made in such a way as to make a tangible presentation of things to be accomplished; (a) words to be looked up; (b) allusions to be explained; (c) question of fact to be verified; (d) question of thought or of motive.

6. No text-book in reading, which is not in itself a literary whole, is to be taken seriatim. But rather the contents should be analyzed and selections assigned when and where they respectively have a clear and significant bearing.

References:—McMurray (C. A.), *Special Method in Reading*; McMurray (Mrs. Lida), *Beginning Reading*, Northern Illinois, June, 1911, and February, 1904; Hinsdale, *Teaching the Language Arts*; Parker, *Talks on Teaching*; N. I. S. N. S. Bulletin for May, 1905.

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FIRST GRADE.

1. The first lessons in reading are drawn: (a) From games and occupations; (b) mainly from literature used for narration in this grade; (c) from the nature work. (See Language, Spelling, Writing, Literature.)

2. Of the following several should be read—some entire, others in part; some, perhaps, read through, but more probably the teacher should alternate two or more so as to use their simpler or more appropriate portions in harmony with suggestion six above.

Horace Mann Primer, Brook's Primer, Outdoor Primer, Brownie Primer, Folk-Lore Primer, Overall Boys, Circus Reader.

SECOND GRADE.

Reynard the Fox; Around the World, No 1; Graded Classics, Book II; Folk-Lore Reader, Book I; Fifty Famous Fables; Classic Stories (Revised.)

THIRD GRADE.

Fifty Famous Stories Retold, Graded Classics, Book III; Fairy Stories and Fables, Book of Nature Myths, German Tales, Robinson Crusoe, Stevenson's Child's Garden of Verses, Tree Dwellers, The Early Cave Men, Around the World, II.

FOURTH GRADE.

Old Stories of the East, Story of Ulysses, Andersen's Fairy Tales, Judd's Classic Myths, Stories of Old England, Four Old Greeks, Great Americans for Little Americans.

FIFTH GRADE.

Pinocchio, Hiawatha, Arabian Nights, Achilles and Hector, Short American History Series, Rip Van Winkle.

SIXTH GRADE.

King of the Golden River, Robin Hood, The Flag-Raising, The Wonder Book, Tanglewood Tales.

SEVENTH GRADE.

Miles Standish, King Arthur and His Court, Birds and Bees, Lobo, Rag and Vixen, Christmas Carol, Grandmother's Story of Bunker Hill, William Tell.

EIGHTH GRADE.

Snow Bound, Treasure Island, Cricket on the Hearth, Afoot and Afloat, Evangeline, Tom Browne's School Days, Ichabod Crane, The Great Stone Face, Kathadin and Chesuncook.

LANGUAGE.

By language here is meant the work by which we definitely seek to shape the pupil's habits of speech and discipline him in the use of good English. The first requisite of good speech is good thinking. Accordingly the general aim of these exercises—the aim which determines both material and method—may be stated thus:

1. To stimulate, discipline and refine the pupil's power to think.
2. To habituate the children to the use of good English, i. e., correct in form, and, as well, concise, direct, ready, apt, exact and even elegant, both in speaking and in writing.
3. To prepare them specifically for the common conventional demands which their subsequent life will put upon them.

These three involve these others:

1. Definitely enlarging and enriching the child's vocabulary, especially in the vernacular, and bringing it into command for every-day use.
2. Teaching correct spelling, appreciation of the force of words, derivation—the commoner roots, suffixes and prefixes—and the discrimination of synonyms and homonyms.
3. Teaching the structure of the English sentence.
4. Drill in punctuation, use of capitals, paragraphing and margins.
5. Teaching ordinary business and social forms.

In order that the pupils may develop and maintain a strong, wholesome, urgent desire for worthy self-expression, material for these exercises should be drawn from the active school and home interests of the children and given always under the impulse of some sufficient immediate motive, as (a) gratification of others; (b) expression and defense of an opinion; (c) sense of mastery. These exercises must have a distinctly formal element, and by them the teacher can scarcely do more than lay out the lines of correct usage. The following of such lines must become a matter of habit, and this in general is the result only of persistent training. Every recitation, then, is an opportunity, not to be missed, quietly, unremittingly, to give the exercise needful. There is no greater need to teach children to write than to teach them to talk—with all that this involves of choice of words, or arrangement, of distinct and melodious utterance.

Written work should be preceded by careful oral discussion to digest the thought to be presented, and in general a more or less full outline should be worked out by teacher and class and written on the board. This may, or may not, as circumstances require, be more than two or three main sub-topics, and may or may not be left on the board, as the children write. The subject must be relatively simple or the class well trained to get on well wholly without the mnemonic aid of the outline. The idea is to do for the children what we do for ourselves in order

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to secure freedom, and so completeness and clearness of expression.

In all language exercises, care must be had that the children do not fall back wholly upon the vocabulary already familiar to them, but that new words and idioms shall be worked into their usage.

In general it is advisable to arrange Language, Spelling and Writing for consecutive periods in the program, so that time for one may merge, in whole or in part, into the others when desirable.

References:—Metcalf and Bright's Language Exercises; Bright's Graded Lessons in Language; DeGarmo's Language Books; Keith's Teaching the Language Arts, Northern Illinois, May, 1902; Cooley's Language Lessons; N. I. S. N. S. Bulletin, November, 1904, and November, 1905.

For general reading there may be found in the Normal Library, Hinsdale: Teaching the Language Arts; Laurie: Language and the Linguistic Arts; Chubb: The Teaching of English; Parker's Talks on Teaching.

FIRST GRADE.

1. Familiar conversation in connection with Nature Study and other observational work. This conversation should be free and informal, and yet direct and purposeful, seeking to elicit—(a) complete statements, accurate in expression and true to fact; (b) consecutive sentences, giving a quite complete, continuous statement of observation.

2. Oral reproduction of stories told in Literature. This work in this grade and the next is the special opportunity to lay the foundation of a full, rich vocabulary in the vernacular, and of freedom, vivacity and vigor in thought and expression.

3. As soon as practicable, written sentences setting out in connected statements the gist of a story of a science lesson. This work merges into spelling, writing and reading.

SECOND GRADE.

1. Conversation as in the First Grade.

2. Oral reproduction of stories told and read, as in First Grade, but more extended.

In both Grades, dramatization will tend to bring out more strongly the better qualities of language and deepen their impression on the children's minds.

3. Written exercises, as in First Grade, but more extended; (a) sentences; (b) written reproduction of stories.

Note.—The following is suggested as an order by which material may be thoroughly used in this grade and the next: (1) The story is related and (2) orally reproduced (literature lesson). (3) In reply to teacher's questions the story is repeated in outline, and such words and phrases as are thought desirable to emphasize, either because of diffi-

culty or of endeavor to graft them onto the child's vocabulary, are listed on the black-board and either left on the board, or, better, copied by the children on slips of paper (writing and spelling lesson). (3) With these slips ready for reference the children go to the board and write the story or sentence indicated. (5) As far as possible these are reviewed by the teacher and class, and criticised as to accuracy of statement, choice of words, spelling, punctuation, etc. (6) The children then write the same story at their desks on paper.

THIRD GRADE.

1. Conversation as in lower grades, but with much greater exaction as to fullness and continuity of statement.
2. Oral reproduction of stories; dramatization (see Second Grade.)
3. Written exercises: (a) reproduction of stories; (b) reports of science lessons, excursions, trips, etc.; (c) brief, friendly letters, with careful teaching of simplest forms.
4. Invention of stories—first of oral, then written—based on pictures, incidents, objects, suggested and supplied by teacher.

FOURTH AND FIFTH GRADES.

1. Conversation:
 - a. Material drawn from History, Geography, Science, Excursions, pupil's home interests.
 - b. Especial attention to language element in topical recitations.
2. Written exercises:
 - a. Reproduction of History stories and of Geography and other lessons. Written lessons in Arithmetic should be good language exercises.
 - b. Reports (see Third Grade).
 - c. Friendly letters.
 - d. Stories invented by children with and without common core of suggestion.
 - e. In connection with Arithmetic, bills and receipts.
3. Sentential structure. In the study of reading and in the criticism of written work lead pupils to discover and separate the greater elements of the sentence—subject and predicate—and the words or sets of words—modifiers—which are used to render the thing thought of (subject) more definite, and the thought concerning it (predicate) more explicit. The whole purpose here has to do with function, and technical terms should be avoided.

What is done here should rise naturally and as a matter of course from the effort to help the pupils master the more involved and difficult sentences in their reading and to give them a method of attack on their own difficulties in composition.

SIXTH GRADE.

1. Topical recitations.
2. Oral presentation and defense of opinion on points of history—past and present; results of inquiry on special topics; description of places, persons and objects of special interest.
3. Written exercises:
 - a. Biographies: topics from History, Geography and other branches.
 - b. Reports, descriptions, etc.
 - c. Friendly and business letters.
 - d. Stories.
 - e. Independent outlines of articles read, discussion had, preparatory or not to written work.
 - f. Business forms involved in arithmetical problems.
4. The study of sentence structure as a means of clearer interpretation of text read: (1) to discover as above, and separate the essential parts (subject and predicate); (2) to recognize the function of such sentence elements as modifiers and connectives; (3) and, further, to appreciate the value of word order in making the meaning of the sentence clearer and more forceful.

Technical grammatical terms may be introduced gradually, but with no formal effort to have children form or learn definitions.

SEVENTH GRADE.

The study of formal grammar is begun in this grade, the work being confined to the study of the sentence as a whole, its larger elements, and their relations. The stress is laid upon analysis, begun as early as possible and continued through the entire work.

I. Imaging from sentences.

Use material rich in thought-images, and vividly expressed.

Develop thought-subject and thought-attribute.

II. The Sentence.

Use full, clear sentences and distinguish Subject and Predicate.

Use abundant material and introduce the following details:

1. Irregular order of Subject and Predicate.
2. The Compound Subject. Compound Predicate.
3. The use of the expletive, "there."

III. Classify Sentences:

1. According to purpose.
 - (a) Declarative.
 - (b) Interrogative.
 - (c) Imperative.

Develop work carefully in changing from one step to the next. Review continually. Point out subject and predicate. Vary work, using

exercises which require one or the other element to be supplied.

2. According to structure.

(a) Single.

(b) Compound.

Show relations in compound sentences expressed by the type words "and," "but," "or" and "for."

IV. Analysis of sentence.

1. Subject: base and modifiers. Learn noun and pronoun.

2. Predicate: base and modifiers. Learn verb. Begin with only verb in the base; then object complement and subject complement.

3. Modifiers: Word; adjective and adverb. Phrase: preposition. Clause; conjunctive.

Throughout the work a note book is made by the children, illustrating all principles.

Composition: (a) Essays based on various lines of work. (b) Letters—friendly, social, business. (c) Stories. (d) Free paraphrases, or interpretations, of selections from literature, not bare purpose transpositions. (e) Interpretations of pictures.

In correction of essays and in discussion of them, close attention to paragraphs and their contents, sequence of paragraphs and of sentences within the paragraph, and, as in Sixth Grade, to sentential structure—grammatical and rhetorical.

EIGHTH GRADE.

1. Grammar.

(a) Review during the first six or eight weeks the work of the seventh grade.

(b) An intensive study of the parts of speech, including the classification, properties and inflectional forms of each.

(c) Analysis of literary selections, with reference to the best authorities, as found in the library.

2. As in the Seventh Grade.

3. Rhetoric. Careful criticism, class and individual, of pupil's essays. The common figures—simile, metaphor, synecdoche—and some of the simpler poetic meters worked out in the study of literature, not so much by way of nice definition as with reference to their forms and their rhetorical value in enhancing the vigor of the sentence.

PUNCTUATION.

Note.—The designation of certain elements of punctuation for certain grades is not meant to prescribe formal lessons, but to indicate certain things, which, by the end at least of the respective grade years, the pupils should have under control for use. They will for the most part

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know them earlier than the indicated time. But the teacher should definitely ascertain whether they do know them by the time prescribed.

The teaching in the first three grades, at least, should be based on imitation, association, and the teacher's quiet opportune suggestion, and should aim at implicit knowledge and use. In Fourth and Fifth Grades, explicit statements may be looked for, and when made should be constantly appealed to as a standard of use in written work. In Sixth, Seventh and Eighth Grades, a compact body of rules gathering the various points of the course should be taught. The correction and discussion of the regular exercises will give sufficient material for such instructions, especially when reinforced by abundant specific illustration.

To secure uniform practice, Bigelow's Handbook of Punctuation is taken as the standard and will be supplied to the teacher's desks.

FIRST GRADE.

1. The period—(a) at the end of a sentence; (b) Mr. and Mrs. taught as words; (c) other common abbreviations used by teacher, as names of the days, of the weeks, and names of the months in weather charts, etc.
2. The comma.
3. The question-mark.
4. Capitals (a) in proper names; (b) at the beginning of a sentence.
5. The possessive form.

SECOND GRADE.

1. The period, in abbreviations needed for use.
2. The comma, to set off the vocative.
3. Quotation marks, to mark an undivided question.
4. The hyphen, in a word divided at the end of a line.

THIRD GRADE.

1. The comma (a) in letter forms—e. g., dates and addresses; (b) to set off a brief quotation.
2. Capitals (a) in abbreviations; (b) in headlines and titles.

FOURTH GRADE.

1. The comma (a) to set off appositives; (b) to divide a compound sentence.
2. Quotation marks, in the divided quotation.

FIFTH GRADE.

1. See preceding grade.

SIXTH GRADE.

1. Comma, to set off adverbial clauses.
2. Semicolon, in compound sentences.
3. Parenthesis.

SEVENTH AND EIGHTH GRADES.

1. Comma, to set off the adjective clauses when not restrictive.
2. Colon after *as follows, the following, this and these, etc.*
3. The dash (a) after the colon; (b) in place of the parenthesis; (c) in an interrupted sentence.

SPELLING.

Note.—The instruction in spelling is based on the belief that it is “possible to learn to spell and at the same time to express educative thought by writing.” The teaching of spelling, therefore, is to be kept in closest association with the various lines of study and is especially to be regarded as an active phase of all written work.

A large portion of bad spelling results from slovenly enunciation. The teacher is to exercise constant care over the children’s habits of speaking. Whatever lists of words are presented—in Language, Readings, etc.,—careful drill in clear, forcible, deliberate pronunciation, always with falling inflection, should be given persistently. Accent is secured by pitch better than by stress of voice.

The use of the dictionary for pronunciation mainly, and for definition under such careful oversight by the teacher as insures that the definition defines, should receive faithful attention to teach (a) the swift and direct finding of words; (b) the ready and accurate interpretation of diacritical marks; (c) resort to it for correct spelling; (d) in due time, the selection of definitions from the Unabridged Dictionary.

The speller is not meant to be slavishly followed, it is to be taught. Some words and even whole lessons it may be desirable to omit, or to transpose certainly. Scan rules carefully, to be sure they are clear to the children.

The matter of spelling should receive careful attention in the grades. This is the time to learn to spell. If the work is taught incidentally or in a measure neglected we are sure to produce poor spellers. We must make a serious business of teaching pupils to spell early in life. The problem should be attacked directly—not in a roundabout way. Not many pupils can be taught to be good spellers without considerable conscious effort. Conscious study and much repetition of the sound and symbols that go to make up words are necessary, if one hopes to become efficient in spelling.

Spelling sense should be cultivated. The child should know when he has spelled a word correctly. He should know equally as well when in doubt as to the correct spelling of a word. He should form the habit of going to the dictionary or to other sources for the correct spelling.

The common, every-day words used most frequently in the child’s conversation and writing should furnish the list of words for spelling. These will be taken from his written work, from the various lines of

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study, from the names of objects that lie in his environment, from his games and from carefully selected lists of words found in a good speller. As he advances he will learn how to apply some of the rules of spelling.

Spelling should be related to every study in school. New words should receive attention. In addition there should be a regular time each day for spelling. This should be at least fifteen minutes in length from the third grade. As soon as it becomes evident that a child has mastered fairly well the art of spelling so that he spells well words found in his written work, he should be excused from this exercise. Such spelling should be done as dictation lessons. Words should be used in their proper setting. However, lists of words should be in the hands of pupils to study. There are many related lines of work that tend to crowd out spelling. There is just one way to learn to spell and that is by spelling.

FIRST, SECOND AND THIRD GRADES

1. At first identical with writing.(q.v.).
2. Merged in the Reading, and, especially, the written Language.
3. Word-building—particularly in games, such as Rhymes.
4. Phonics—introduced gradually by teachers by isolation of initials and terminals, of long and short vowels, until children are prepared to discriminate sounds and appreciate their function as integral parts of the words.

FOURTH, FIFTH AND SIXTH GRADES.

1. Written and oral work on lists drawn from the various exercises and definitely selected to include (a) mis-spelled words; (b) new and difficult words; (c) homonyms, suggested by erroneous usages.
2. Use of dictionary begun and developed as indicated above.
3. Significance of commonest suffixes and prefixes.
4. Daly's Rational Speller, pp. 1-33.

SEVENTH AND EIGHTH GRADES.

1. List as in earlier grades.
2. Use of dictionary, developed to include use of unabridged edition in selection of definitions; in tracing derivations; in discriminating synonyms and antonyms.
3. Lists of synonyms and antonyms based on literature and essay work. Continue definite work on homonyms.
4. Derivations, based on literature and essays.
5. Dewey's Speller.

WRITING.

The purpose of teaching children to write is to equip them with a highly conventionalized means of expressing themselves and of interpreting the thoughts of others. To be effective—(a) it must be easily

legible, neat and rapid; (b) the individual must have, to a marked degree, the unconscious power and freedom of written expression shown in oral speech.

This skill rests on motor habit, is developed by sustained effort, and without repetition—practice—rapidly decreases. Written form of itself does not afford sufficient motive to secure the desired result. This must be found in keeping writing from the first to the definite end for which it is intended—self-expression. Carelessness and slovenliness have the same tendency to form habits as carefulness and neatness. Hence the former cannot be tolerated.

In the primary grades, pupils have not the degree of motor coördination necessary to perfection of form. Hence forms must be approximate only, and the process of approximation must be given time and a moderate degree accepted. However, approximation to standard forms should progress through these grades.

The movement in writing should be at first large and free, on the black-board, on large sheets of paper unruled—for example, the 9-in. by 12-in. drawing paper—or very wide-ruled paper, with no extra ruling.

The first work in writing is closely associated with learning to read, deals with the words the teacher presents, and is based on the impulse and power to imitate. The teacher writes a word of immediate interest because of its associations, on the board—writing deliberately in a large hand and in such position that the children may see the whole movement—i. e., with the left side to the class—erases and asks the children to write. The process is repeated at the teacher's discretion. No copying is to be done, except as the children imitate the teacher's movement. Children may be trained to imitate in the air the teacher's motions as she writes, preparatory to their own effort. The work on words merges as soon as possible into sentences.

To help children gain coördination and freedom the teacher gives a simple story which the children illustrate at the board, step by step, using large, bold lines.

Careful and constant attention must be given to train to a posture and movement that are hygienic and economical of physical energy—that is, a position that does not distort the body, hinder free motion or strain the eyes. As a rule this matter is grossly neglected by teachers to the defeat of the course of training designed and provided. The teachers are instructed to hold children to adopt and adhere to the following:

Position:—Child facing the desk squarely; trunk straight, inclined slightly forward and resting lightly on left elbow so as to leave the right arm entirely free, feet firmly and evenly on the floor. Paper perpendicular to the body or front edge of the desk—or better, perhaps, paper turned to be at such an angle to the body as will prevent twisting

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the trunk or dropping the head to watch the pen. The pen should be held by the thumb and the first two fingers—the first finger on top of the holder, the second finger and thumb to the side of it and underneath, the fingers straight, the thumb bent to touch the holder opposite the first joint of the first finger. This manner of holding the pen will naturally cause the holder to fall across the knuckle of the forefinger.

The question of slant in writing will take care of itself, resulting in that degree of slant most conducive in individuals to the standard described at the outset—if only right physical habits are formed.

GEOGRAPHY.

The plan of the course in Geography is a series of type-studies, beginning with the home-geography and passing to our state at large; the Mississippi Valley; the Atlantic Coast and Canada; the Pacific Coast and Mexico; Cuba and Porto Rico; Europe; Asia; Australia; South America; Africa; Physical and Astronomical Geography. The Geography topics of the Fourth and Fifth Grades are preceded and enriched by history stories belonging to the regions studied.

This scheme of teaching Geography gives definite purpose and method to the gleaning of information and illustration—historical, scientific, literary—from various sources and affords opportunity to teach children some effective system of classifying and indexing such material. Matter so collected should be constantly sifted and only the best, the most interesting, the most pertinent to the specific topics should be kept. Not the least advantage of this plan is the opportunity to the teacher always to have fresh matter, to bring the child fuller, richer, better organized knowledge.

There must be constant use of the map and the globe to keep the notions of location, distance, direction and relief forms well in mind. Excursions are to be made frequently, but always in consultation with the principal, both as to purpose and plan, and discussion of result.

The text-book must not be neglected. It cannot, fortunately, be taken by rote; but its maps, its illustrations, its information constitute the most available resources and the pupils are to be directed to all it contains pertaining to the lesson topic.

In the First and Second Grades the geographical work will be in the form of nature study, dealing with the child's environment, involving notions of position and direction; points of the compass; of winds, their character, and prevailing direction; of the seasons, their characteristics, weather; distinctive occupations, sports, conditions of living, etc; of fields and woods and streams; of plant and animal life.

Views of the "great, wide, wonderful world," will be given in studies of human life under contrasted conditions, especially stories of child-life in various countries and climes.

THIRD GRADE TOPICS.

I. The Home.

1. The family.
2. Home surroundings—house, barn, walks, fence, materials used; yard, garden, trees; location, exposure.
3. Food—kinds, source, preparation.
4. Clothing—materials; winter and summer.
5. Heating and lighting—fuel, gas, coal, wood, oil, coke.
6. Comparisons with homes of children in cold countries; in hot countries; direction of these countries from us.

II. The School Home. (Observation to be made in out-door lessons. Constant drill in direction now and through the year.)

1. The Normal School.

Direction and distance from home. Streets or roads leading to it.

2. The Campus.

- a. Comparison with yard at home.
- b. Buildings, roads, walks, gardens, play-grounds, pond, bridges, woods, river, bordering roads.
- c. Boundary lines, roads and creek.
- d. Physical Features.

Differences in elevation; slopes, gentle and steep; valley, formed by slopes from the building and from Main Street; hills; the run-off of water, relation to slopes; the stream in the valley; soil, in high or low places, relation to drainage; garden; vegetation, relation to elevation and drainage; situation of buildings, relation to physical features.

3. Buildings.

Position on campus; materials used in construction; exposure to sun, wind; view from position of school-room in building.

4. Roads and walks.

Their entrance, direction from entrance to building; elevation across low places; materials used in construction, laid out with reference to beauty and utility.

5. An excursion to the tower.

Observation of features of campus; also position of campus in relation to the town and surrounding farm lands; the greater valley of the Kishwaukee with slopes extending eastward and westward from the creek; drainage toward Kishwaukee; number of farm houses to be seen; the fields and their crops; the Kishwaukee and its meanderings; drainage of surrounding country.

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6. A map-game out of doors, to show relative position of objects on the campus. Let children form in lines to represent boundary lines; also take position of buildings, pond, etc. (Correct orientation should be observed always.)

7. Sand-map of campus.

This should be worked out by teacher with class. Then each child should be given sand-pan and sand, and allowed to make his own map. The buildings, roads, pond and creek, bridges, etc., may be represented as the child himself suggests.

III. Roads, the means of transportation from place to place.

1. The road in the process of building on the campus or in the neighborhood. Laying out; grading; excavation; curb; pavement, materials, preparation and use.
2. Use of roads on the campus and in the town; reasons for paving streets.
3. Country road on west side of campus.
Grading; implements; drainage; use of country roads; farmer's need for good roads.

IV. The Farm in the Autumn.

1. Excursion to a farm to observe,—
 - a. What the farm consists of —fields, pastures, orchard, barnyards, buildings.
 - b. Products of the farm—grain, stock, milk, fruit, garden truck.
 - c. Farm implements—machinery, wagons, etc.
 - d. Care of products for home use.
 - e. All farm activities,—harvesting, feeding cattle, milking, etc.
2. Discussions growing out of excursions.
 - a. Disposal of farm products,—grain—use on farm, shipment into town and to Chicago on railway.
Stock—the dairy and the dairy products, taking of milk to the creamery; cattle, shipped to Chicago stock-yards.
Garden-truck—use at home, shipment to market, poultry and eggs.
 - b. Things needed by farmer, not produced on the farm: machinery; tools; wagons; harnesses; lumber; seed; groceries; clothing; paper and magazines.
3. Excursions to the creamery and to the grain elevator follow from the discussion of the disposal of the products of the farm.

V. The Creamery.

1. Visit to creamery early enough in the morning to see the farmers bring in the cans of milk in their wagons.

Observe:—

Emptying of cans.
Scalding of cans with steam.
Reception of milk in reservoir.
Separator.
Bottling of milk and cream.
Churning.
Preparations for delivery
Method of cleansing bottles.

2. Discussion following excursion.

- a. Work in the creamery, cleanliness, etc.
- b. The Dairy,—care of cows and stable; cleanliness of hands and clothing of milker.
- c. Pure milk; dangers from impure milk.

VI. The grain elevator—excursion to elevator to see how the farmer disposes of the grain which is not used on the farm.

Building; side-tracks from the railway; method of elevating the grain; method of filling the cars.

VII. Trade—selling and buying, exchange of farm products for money, or for things which are needed on the farm.

Comparison with home, and methods of supplying the needs.

VIII. The Feed-Store.

1. Preparation in school for excursion.

2. The excursion, observation of

- a. Kinds of feed in the store—oats, bran, etc.
- b. Ways in which it is cared for .
- c. Ways of selling—measurement, weighing, handling.
- d. Price.
- e. People who buy.
- f. Source of supply from the store-keeper.

3. Discussion.

IX. The Blacksmith Shop.

1. Preparation for excursion—discussion of the need of the farmer or anyone who owns a horse, for a place to shoe his horses.

2. The excursion—observation of.

The shop, forge, anvil, hammers, bellows, etc.
The shoes and nails.
Shoeing a horse.

Time and cost of shoeing a horse.

3. Discussion, using horse's hoof, shoe and the nails.

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X. The Wagon Shop.

1. Discussion—in order to facilitate trade between the farm and the town, the farmer must keep his wagon in good condition and his horse shod.
2. Excursion.
The shop, anvil, forge, bellows.
The smith at work.
Working and shaping the iron into link of chain or bolt.
Putting new tire on wagon-wheel.
3. Discussion.

XI. The Grocery-store—an excursion.

1. Classification of things seen—
Staple goods in bulk.
Canned goods.
Preserved goods.
Spices.
Vegetables.
Fruit.
2. Sources of various things from warm or cold countries.
3. Special study of,
 - a. Flour.
 - b. Sugar.
 - c. Salt.
 - d. Vegetables—the market garden.
 - e. Fruits—home-grown and tropical.
 - f. One canned vegetable, as corn.

XII. The Meat-Market—an excursion.

Different kinds of meat and the animals from which they come.

XIII. The Beginning of Map-Making—

1. The notion of the map introduced by the Map game, and the sand model of the campus, should be developed now by drawing on the floor of the school-room, with chalk, the outline of the campus, placing the building and roads in their relative places (keeping things oriented); then each child should trace his road to his home, to the farm he visited, to the post-office, the railway station, the creamery, and whatever else he has visited; let him give direction at each turn after leaving the school-room. Develop the the notion of scale, by making the figures which represents the campus smaller and still smaller; then locate Sycamore and Malta; extend the map by continuing the railway east to Chicago, and Lake Michigan, and west to the Mississippi River.
2. The map should grow gradually to make Illinois; name some of the surrounding states, the Illinois River, Ohio

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River, Wabash River; follow Mississippi River to Gulf; go westward over mountains to Pacific Ocean; eastward to Atlantic Ocean; North America.

3. At various points sketches should be made on large piece of paper and then hung on the north wall, with drill in direction.

XIV. The World—whole: A Relief Globe (preferably the Jones model) should be introduced and the continents and ocean basins distinguished. Water placed in depressions will help give notion of oceans and ocean beds.

1. Locate North America. Drill in direction, as on wall map. Atlantic Ocean, Pacific Ocean.
2. Other continents—South America, Africa, Eurasia, Australia, Antarctica.
3. Regions of cold; regions of heat. North and South Poles. Equator.
4. Follow on globe journeys which may be taken to different parts of the world as suggested by such events as
 - a. Roosevelt's trip to Africa.
 - b. A letter written to Filipino children.
 - c. A visit to the home of the Esquimo boy.

XV. The Farm in Spring.

Compare activities, appearance, crop, etc., with observations made in fall, also with school garden.

XVI. Building of a house (observation of)

Preparation for building—materials used—source of materials—workmen.

XVII. Illinois and Mississippi basin the great farming region of North America. Transfer from the relief model of the world to the relief model of the United States. Drill on location of Chicago and Lake Michigan, Mississippi River, Illinois; mountains in east and west, forming the basin of the Mississippi River; oceans on east and west; Gulf of Mexico. Model this region in sand and clay, showing slopes and reason for direction of rivers.

FOURTH GRADE.

1. The Prairies of DeKalb County. The Prairie Regions and their Development.
 - a. Wild prairie; early settlement along streams and forests; prairie fires.
 - b. Early Indian life. Shabbona. Map of the Prairie Regions.
 - c. Corn and stock-raising. Shipping to Chicago.
 - d. Tree-planting. Tile-draining. Roads and bridges.
2. The Illinois River. Map. Streams tributary to the Mississippi and Ohio.

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- a. Scenery and bluffs. Starved Rock, Deer Park.
- b. Swamps and bayous. Duck hunting.
- c. The canal connections with Chicago.
- d. Cities.
- e. Products shipped. Corn, coal, stone.
- f. Proposed deep water way.
- g. Other rivers corresponding to the Illinois,—Wisconsin, Ohio, Kentucky, Tennessee, Minnesota, Iowa, Missouri, Arkansas.
Map.
- h. Other canal connections with Great Lakes.
- i. Review story of LaSalle and Tonty.
3. A coal mine and coal fields of Illinois and Mississippi Valley.
 - a. Location and sinking of shaft.
 - b. Process of ventilating and mining.
 - c. Dangers and protections.
 - d. Use of coal for houses, railroads and factories.
 - e. Shipping of coal by rail and by water.
 - f. Location of Illinois coal field; Iowa and Missouri field; Western Appalachian coal field. Map of coal field.
4. Trip on the Upper Mississippi.
 - a. Steamboat journey. Map.
 - b. The three cities, Davenport, Rock Island and Moline.
 - c. Bluff scenery and location of cities, LaCrosse and Winona.
 - d. Lake Pepin.
 - e. St. Paul, head of navigation.
 - f. Comparison with trip on Ohio and Missouri. Contrasts. Maps.
 - g. Review the story of Hennepin. Also of Marquette and Joliet.
5. Minneapolis. The lumber and flour business of Minneapolis.
 - a. Pineries and lumbering. Sawmills.
 - b. Wheatfields and mills; water power; railroads. Map.
 - c. Comparisons with the cities on the Upper Mississippi—Winona, etc.
 - d. Lumber cities along the Great Lakes and in New England—Buffalo, etc.
 - e. Lumber cities along the Appalachians—Williamsport, etc.
 - f. Minneapolis and St. Paul compared with Pittsburg and Albany.
6. Lake Michigan and the Great Lakes.
 - a. Size and depth of lakes.
 - b. Commerce on Great Lakes; harbors; the Soo Falls and Locks.
 - c. Products shipped east and west.
 - d. Cities on the Lakes. Docks and harbors.
 - e. Summer resorts on the Lakes.
 - f. Comparison of the lake cities with those on Upper Mississippi and Ohio Rivers.
 - g. Story of Marquette and Joliet. Story of LaSalle.

7. Tobacco Culture in Kentucky and Tennessee.
 - a. The tobacco field; negro labor.
 - b. Sheds and curing.
 - c. Louisville as a tobacco center.
 - d. Tobacco states—Kentucky, Tennessee, Ohio, Virginia and Connecticut. Map of tobacco states.
 - e. Tobacco in Cuba.
 - f. Story of Boone and Robertson. Lincoln, John Smith.
8. Trip on the Lower Mississippi. Map.
 - a. Steamboat trip from Cairo to Delta.
 - b. Sights on a steamboat trip.
 - c. Floods and levees.
 - d. Jetties on the delta.
 - e. Contrast of Lower and Upper Mississippi.
 - f. New Orleans and shipping.
 - g. Stories of LaSalle and Lincoln.
9. Cotton fields.
 - a. Raising the cotton. Negro labor. The boll weevil.
 - b. Ginning of cotton and bailing.
 - c. Shipping from Memphis, Savannah, Galveston and other places.
 - d. The cotton states. Map showing cotton belt.
 - e. Shipments to New England and England. Map.
 - f. Southern cotton mills.
 - g. Wool production in Ohio and other states.
 - h. Story of DeSota.
10. Sugar Plantation in Louisiana.
 - a. Raising sugar cane on the plantation.
 - b. Method of milling. Old and new methods.
 - c. Refining sugar. New Orleans. Map of sugar states.
 - d. Beet sugar in California, Colorado and other states. Map.
 - e. Maple sugar in Vermont. Sorghum.
 - f. Sugar in Cuba and Philippines. Map.
11. The Cattle Ranches of the Plains. Map.
 - a. The cattle ranch.
 - b. The round up.
 - c. Texas ranches and northwest driving. Map.
 - d. Shipping to the corn belt. Map of western states.
 - e. Packing houses in Omaha and Chicago.
 - f. Sheep ranches on the plains and in the mountains.
 - g. Cattle and stock raising in the corn belt.
 - h. Stories of Fremont. Parkman's Oregon Trail, and Lewis and Clark.
- 12.. Springfield, Illinois.
 - a. State house. Pictures.
 - b. Three departments of state government.

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- c. Review of town and county government.
 - d. Lincoln's home and monument in Springfield. Pictures.
 - e. Other states and capitals, Indianapolis, Madison, etc.
 - f. Story of Lincoln, Grant, George Rogers Clark.
- Reference, Type Studies of the United States, McMurry.

FIFTH GRADE.

I. Niagara Falls.

1. Location of Falls and their relation to physiography of the lake region.
2. Scenery of the Falls and Gorge. Other great falls in U. S. Yellowstone. Great Falls, Mont.; Shoshone Falls, Idaho.
3. Recession of the Falls. Compare with Minneapolis.
4. The Falls as an obstruction to commerce. Compare with Sault St. Marie. Rapids on Lower St. Lawrence. Canals around the Falls. The Erie Canal. Buffalo due to the Falls. Falls at Louisville, Ky.
5. Water power at the Falls. Electrical power and how produced. Use of the power at the Falls and in Buffalo. Compare with the water power at Glens Falls, at Rochester, at Minneapolis; the Merrimac River and Fall River, Mass.; Lewiston and Augusta, Maine; Richmond, Va.; Great Falls, Mont.; Canal power at Chicago; Snake River Falls in Idaho.

II. The Hudson River.

1. Voyage up the River. Scenery at Palisades, Highlands, etc. Compare scenery with Delaware Water Gap, Susquehanna, Potomac at Harper's Ferry, James River breaking through the Blue Ridge, Columbia at the Cascades, Royal Gorge of the Arkansas, Yellowstone River and Gorge.
2. Hudson River a Drowned Valley. Tide to Albany, deep and broad. Compare with Delaware Bay, Chesapeake Bay. Carolina rivers, St. Johns, Maine rivers.
3. Commerce of the Hudson River, Passenger steamers, canal boats and barges, brick yards and stone quarries along the river.
4. Erie Canal and connections with Lake Erie and Lake Ontario. History and importance. Cost of shipment by canal. Recent enlargements of canal. Products of lake regions shipped eastward by canal and Hudson River. Lake Champlain canal. Lumber shipment.
5. Hoosac Tunnel and connection with Boston. Manufactured goods sent west.
6. New York Central R. R. parallel with Hudson R. and Erie Canal.

III. The White Mountains.

1. Physiography of the White Mountain group.
2. Ascent of Mt. Washington.
3. Mountain Hotels and Resorts.
4. Lake Winnepesaukee and other New England resorts.
5. The Adirondacks in summer. The St. Lawrence Islands.
6. The Catskills. Hotel and summer houses.
7. The Mountain resorts of Pennsylvania and Virginia Springs.
8. Asheville and the Southern Appalachians.
9. The Seashore Summer Resorts. The Main Coast, Old Orchard, Nantucket, Newport, Long Branch, Ocean City; the Florida Coast in winter; St. Augustine, Palm Beach.

IV. Gloucester and the Cod Fisheries.

1. Preparation and voyage of Fishing Schooner to the Banks.
2. Gloucester and the fishing schooners. Fishermen's families.
3. Curing and packing the fish. Fresh fish.
4. Inshore fishing, the dories. Lobster fishing.
5. Related industries at Gloucester. Rope making and ships' supplies. By-products of the fisheries; glue.
6. Other fishing towns of New England; Marblehead; Boston; Salem.
7. Oyster fishing in Long Island Sound and in the Chesapeake. Canning and shipping oysters at Baltimore. Shad fishing in Chesapeake Bay. Other oyster fisheries along the Atlantic Coast to Florida.
8. Lake fisheries on Lake Erie and other lakes.

V. Boot and Shoe Factories about Boston.

1. A shoe factory. Machines and workers. Investment.
2. Sources of leather. The tanneries in Chicago, Omaha, Baltimore. Hides from cattle ranches and stock producing regions. Hides from Argentina.
3. Kinds of leather used. Foreign supply.
4. Shipment of shoes westward.
5. Extent of manufacture in New England and in other states.
6. Other leather goods. Harness and saddles; belting; satchels and bags; gloves and mittens.
7. Comparison with rubber goods and manufacture, Akron, Ohio. Rubber tires for buggies, bicycles and autos.

VI. Ship Building.

1. Bath and ship building in Maine. Wooden schooners. Lumber, and the forests as sources of materials.
2. Ship building at Philadelphia. Ship Yards. Iron and steel ship construction. Construction of a ship.
3. The building of war vessels. Steel armor plate.
4. The U. S. Navy at Brooklyn, Norfolk, etc.
5. Ship building at San Francisco.

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6. Annapolis and the Naval School.
7. American ship lines on the ocean, and coasting vessels.
8. Steamship lines on the Great Lakes.
- VII. The Appalachian Forests.
 1. Lumbering in Maine, Bangor, etc.; Williamsport, Pa.; lumbering in Virginia and Tennessee.
 2. Paper making from wood pulp in New England and New York.
 3. Furniture making. Hard wood forests. (Spools and Matches.)
 4. Tanbark, hemlock bark, oak bark. The tanneries of Maryland.
 5. Turpentine in the forests of Carolina, Georgia, etc. Shipments of ships' supplies from Savannah, etc. The coastal plain.
 6. The yellow pine forests and lumber from Carolina to Texas.
 7. Railroad construction. Ties, bridges, etc.
 8. Map of the Appalachian forests and the yellow pine forests.
- VIII. Florida Fruit and Truck Farming.
 1. Orange groves; climatic conditions; frosts and how guarded against. Orange groves in California. Competition. Grape fruit.
 2. Florida celery, lettuce, cabbage, tomatoes, potatoes. Early spring shipment by rail to New York, Boston, Philadelphia, Chicago. Hothouse products at the north. Cucumbers, onions, etc.
 3. Berry farming in the Carolinas. Strawberries, melons. Peaches and pears from the south. Similar conditions in the Mississippi Valley.
 4. Intensive truck farming in Virginia, Maryland, New Jersey.
 5. The Atlantic Coast Line R. R. The Coast Line Steamers. Old Dominion, Clyde Line.
 6. Chief lines of traffic by rail and by water between North and South.
 7. Review of story of Ponce de Leon.
- IX. Pikes Peak.
 1. General physiographic survey of region.
 2. Trip to top of Pikes Peak; railroad; views; Long's Peak, Fremont's Peak, Mount of the Holy Cross.
 3. Interesting side trips, Cheyenne Canyon, Garden of the Gods, Cave of the Winds (Mammoth Cave, Luray).
 4. Colorado Springs as a summer resort,—Springs, hotels. Compare with Hot Springs. Other resorts along the Rockies. Yellowstone Park, Yosemite Valley in California.
 5. Compare with Mt. Washington and White Mountains.
 6. Review story of Pike; Fremont; Lewis and Clark.
- X. Big Irrigation Ditch at Denver.
 1. Survey of irrigation lands along the Platte and relation to

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Rocky Mountains.

2. Digging and constructing the ditch. Flumes. Source of water. Reservoirs in mountains.
3. Conflict of water rights; how settled; legislature.
4. Drawing water from ditches. Distributing.
5. Effects of water on dry land. Crops.
6. Market for products. Cities and mining camps.
7. Irrigation by small streams and ponds.
8. Irrigation streams along the eastern foot hills for 1,200 miles. Yellowstone River, Rio Grande.
9. Other irrigation districts. Utah, California, Colorado River, Idaho, Montana, etc.
10. Government projects. Roosevelt dam on Salt River. Arizona. General plan of Government.

XI. Gold Mining in California.

1. Early gold discoveries in California.
2. Placer mining. The cradle, etc.
3. Quartz mining. Stamp mills.
4. The mining districts of California.
5. Smelting the ores.
6. Silver and gold mines in Colorado and Cripple Creek.
7. Copper mines at Butte and in Michigan.
8. Distribution of mining through western states, as Arizona, Nevada, Idaho, etc.
9. Cities as smelting centers, as Pueblo, Great Falls, Butte.
10. Products of mines compared with products of irrigation and fruit raising.
11. Review of trip of the Goldseekers to California in '49.

XII. Salmon Fisheries on the Columbia.

1. Life and migrations of the salmon.
2. Modes of fishing along the Columbia.
3. Description of cannery.
4. Extent of Salmon fisheries along the Columbia.
5. State and natural hatches for protecting the salmon fishing industry.
6. Salmon fishing along Puget Sound and on Fraser river. British Columbia.
7. Seal fisheries along the coast of Alaska.
8. Fisheries of the Pacific coast compared with those of Atlantic coast.
9. Review Lewis and Clark expedition. Reference, Type Studies of the United States, McMurry.

SIXTH GRADE.

1. Pittsburg and Steel Production in the United States.

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- a. Johnstown and Cambria Steel Co.
- b. Pittsburg steel production.
- c. Other centers on the Lakes; at Birmingham, etc.
- d. Iron mines and steel production in the United States.
2. The Cotton Mills. Textile Industries of the United States.
 - a. Cotton mills at Lowell, Manchester, and Fall River.
 - b. Cotton mills in the South.
 - c. History of spinning and weaving. Woolen and silk manufacture.
3. The Appalachian Mountains. The Rocky Mountains.
 - a. Physiography of the Appalachian rivers.
 - b. Forests and mineral production in the Appalachians.
 - c. Farming and stock raising.
 - d. Roads across the mountains.
 - e. Cities and history.
 - f. The Rocky Mountains.
4. The Pennsylvania Railroad. Railroad System of the United States.
 - a. Early history and growth of the Pennsylvania system.
 - b. Comparison with New York Central, Baltimore and Ohio, etc.
 - c. The Union Pacific and other Pacific railroads.
 - d. North and South routes in the United States.
5. The Mississippi River. Type of Great Commercial River.
 - a. Survey of Mississippi Basin as a whole.
 - b. Floods on the Ohio and Mississippi.
 - c. Improvements in navigation.
 - d. Important areas of production in the Mississippi Valley.
6. New York City. Survey of the cities of the United States.
 - a. The harbor and commerce of New York.
 - b. Rapid transit; water supply.
 - c. City government; charities; education.
 - d. Manufactures.
 - e. Comparison with Philadelphia, Chicago, and other cities.
7. North America, a Continental Type.
 - a. Physiographic features, mountains, plains, and plateaus.
 - b. Its resources; regional geography.
 - c. Its races and their distribution.
 - d. Climatic characteristics.
 - e. Coastal plains; islands and gulfs.

Reference, Larger Types of American Geography. McMurry.

SEVENTH GRADE.

1. Liverpool. The Great Seaports of Europe.
 - a. Docks and shipping. Ship lines to New York and India.
 - b. Products brought from America, Asia, etc.

- c. Compare with London and other English ports; with Hamburg, Rotterdam, Antwerp, Havre, Marseilles, Naples, Constantinople, St. Petersburg.
2. The British Isles. The Island Kingdom.
 - a. Mountains and plains; compare with the United States.
 - b. Natural resources; populations.
 - c. Separation from other European countries; advantages for commerce.
3. Glasgow. Harbor Improvements and Shipbuilding.
 - a. A hundred years' improvement in the Clyde.
 - b. The Clyde bank shipyards; construction of ships.
 - c. Other shipbuilding centers in England and Europe.
 - d. Ship building in the United States reviewed and compared.
 - e. The British merchant fleet; war vessels.
4. London, Center of World Commerce and Finance.
 - a. Size and importance of London.
 - b. Trade and manufactures.
 - c. British parliament and government of the empire.
5. The Alps. The Mountains and Plains of Europe.
 - a. The Upheaval and mountain building.
 - b. Glaciers. Glacial period in Europe and in North America.
 - c. Lakes and rivers.
 - d. Switzerland resorts; roads and passes.
 - e. History.
 - f. Comparisons.
6. The Rhine. Importance of Rivers in Europe.
 - a. Physiography.
 - b. Castles; fortified cities; cathedrals.
 - c. History and literature.
 - d. Other rivers of Europe and United States.
7. Berlin the Kaiser City. Other capitals.
 - a. Berlin a center of government and military strength.
8. Holland and the Delta Land.
 - a. The Delta and the Rhine.
 - b. Building of the dikes.
 - c. Industries and commerce of the Dutch.
9. The German People. Races and the Languages of Europe.
 - a. Physical and mental qualities of the Germans.
 - b. National customs. Education.
 - c. Military spirit.
 - d. The German races and language; the Latin races; the Slavonic races.
10. Paris, the City of Modern Art.
 - a. Improvements of the city since the French Revolution.
 - b. The development of art as exhibited in Paris.

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- c. The rebuilding of Vienna.
- d. Other cities of art, Dresden, Rome, etc.
- 12. Lyons and the Silk Production.
 - a. The silk worm and silk production.
 - b. The manufacture of finer textiles.
- 13. Italy. The Importance of Peninsulas in Europe.
 - a. Physiography; its peninsular character.
 - b. Its history and political importance.
 - c. Compare with other peninsulas, as Spain, Greece, Scandinavia, Denmark, England.
- 14. Rome, The Ancient City and the City of the Popes.
 - a. The Ruins of Ancient Rome.
 - b. The Vatican.
 - c. Compare with Athens, Constantinople, Jerusalem, Granada, Carthage.
 - d. Religions in Europe.
- 15. St. Petersburg, the City of Peter the Great.
 - a. Seat of Russian Government.
 - b. Comparison with Moscow.
 - c. Commerce. The Siberian Railroad.
- 16. Europe as a Whole.
 - a. Mountains and plains.
 - b. Physical resources.
 - c. Climatic conditions.
 - d. Gulfs and seashore.
 - e. Compared with North American Peninsulas.
 - f. Varied languages and nationalities.

EIGHTH GRADE.

- 1. The Suez Canal Route to India and Asia.
 - a. England's relation to India.
 - b. Comparison with route by Cape of Good Hope.
- 2. India, the Chief English Possession.
 - a. Other dependencies in Asia.
 - b. Compare with other crown colonies.
- 3. Japan and Progressive Character of People.
 - a. The Island Kingdom; customs.
 - b. China and conservatism.
 - c. Rivers and delta land: Rice culture.
- 4. Australia. Free Self-governing Colony.
 - a. Compare with Canada, New Zealand, Cape Colony.
- 5. Java, and the Dutch.
 - b. Compare with British Colonies.
- 6. General Survey of Asia.
 - a. Mountains and deserts.

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- b. Great river valleys and populations.
- c. Unprogressive nations, as Persia, Afghanistan.
- 7. English in Africa.
 - a. Other European possessions in Africa.
- 8. The Congo and the Nile.
 - a. History of Congo Free State.
 - b. Livingston and Stanley.
- 9. The Desert of Sahara, and Deserts of Asia.
 - a. Physical character of the desert. Climate, oases and irrigation.
 - b. Caravan routes.
 - c. Grazing; wandering tribes.
- 10. The Amazon. Tropical forests.
 - a. Brazil: Climatic conditions.
 - b. Commerce of the Amazon.
 - c. Comparison with Congo and other great rivers.
- 11. Argentina, and the Spanish States.
 - a. Cattle raising and Agriculture.
 - b. Valley of the La Plata compared with the Mississippi.
 - c. Other Spanish States; Government and people.
- 12. The Panama Canal.
 - a. History of its difficulties.
 - b. Probable effect of its completion.
- 13. The United States and her colonies compared with England and her colonies.
- 14. Mathematical and Astronomical Geography.
 - a. Latitude and longitude, zones.
 - b. Motions of the earth and relation to the sun.
- 15. The Pacific Ocean.
 - a. Size and comparison with other oceans.
 - b. Ocean currents.
 - c. Great routes across the ocean; commerce.

U. S. HISTORY.

FOURTH GRADE.

FALL TERM.

- 1. Shabbona, the Indian chief of Northern Illinois.
- 2. The Story of LaSalle's trip on the Lakes and Upper Mississippi and Illinois.
- 3. Marquette and Joliet on the Lakes and along the Mississippi River.
- 4. The Story of Hennepin on the Upper Mississippi River and in Minnesota.
- 5. The early life of Lincoln in Kentucky, Indiana and Illinois.
- 6. Boone, the pioneer hunter and settler in Kentucky.

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7. Robertson and Sevier in Tennessee.
8. George Rogers Clark, and the conquest of the Illinois country the Revolution.
9. LaSalle's trip on the Lower Mississippi River.
10. DeSoto and the early exploration of the Gulf States.
11. Fremont's first trip to the Rocky Mountains.

FIFTH GRADE.

1. Champlain's explorations and adventures in Canada and New York.
2. Henry Hudson's Voyage up the Hudson River.
3. John Smith's exploration of the New England coast.
4. The early life of Washington up to Braddock's defeat.
5. Ponce de Leon and his voyage to Florida.
6. Sir Walter Raleigh's attempted settlements in the Carolinas.
7. Fremont's second trip, discovery of Salt Lake and crossing the Sierra Nevada in winter.
8. Powell's trip down the Grand Canon.
9. Journey of the Gold Seekers to California in '49.
10. Drake's Voyage Round the World.
11. Columbus's great Voyage.
12. Cortez's conquest of Mexico.
13. Magellan's voyage across the Pacific.

SIXTH GRADE HISTORY.

1. Jamestown and the Virginia Plantation. Smith, Dale and the land system of Virginia. Plantation life.
2. Compare Virginia with the Carolinas and Maryland.
3. The conflict between Berkeley and Nathaniel Bacon. Aristocracy and Democracy in Virginia.

MASSACHUSETTS.

1. Growth of the Town Meeting and the General Court in Massachusetts.
2. Development of democracy and the representative system.
3. Self-government through the colonial legislature. Opposition to royal governors.
4. Comparison of Massachusetts with other New England Colonies.
5. Gov. Andros and the struggle for control.

NEW YORK.

1. Settlement of the Dutch at Manhattan, Conquest by the English.
2. The Iroquois Indians and their powerful Confederacy.
3. Their conquests and struggle with the French.
4. Comparison of the Iroquois with the other Indian tribes.
5. Relations of the Iroquois to the Dutch and English.

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PENNSYLVANIA.

1. William Penn's struggle for liberty of conscience in England.
2. The planting of Pennsylvania.
3. Coming of the Quakers, the Germans and the Scotch Irish.
4. Influence of Pennsylvania upon colonial settlement.
5. The early life of Franklin in Boston and in Philadelphia.
6. Long residence in England as representative of the colonies before the Revolution.
7. The last French and Indian War.
8. Montcalm and Wolfe and the conquest of Canada.
9. Number and distributions of European races in the colonies in 1760.
10. House customs among the Puritans, the Quakers, the Germans, the Dutch and the Cavaliers.

SEVENTH GRADE HISTORY—1760-1787.

1. Samuel Adams and the eleven years' conflict preceding the outbreak of the Revolution.
2. The Declaration of Independence.
3. Events about Boston.
4. Washington's Retreat from New York and through New Jersey.
5. Burgoyne's Campaign.
6. Franklin in France during the Revolution.
7. Robert Morris and the financial difficulties of the Revolution.
8. Washington at Valley Forge.
9. John Paul Jones and his Naval exploits.
10. The Campaign in the South.
 - Loss of Charleston.
 - Cornwallis's march northward.
 - Greene's campaign.
 - Cornwallis at Yorktown.
11. The Treaty of Paris, 1783.
12. The weakness of the Government under the articles of Confederation.
13. The Constitutional Convention of 1787. Leading men, conflicts and compromises.
14. The Ratification of the Constitution.

EIGHTH GRADE HISTORY.

1. Growth and expansion of the country during the Revolutionary period.
 - The overthrow of the Iroquois.
 - Settlement of Tennessee and Kentucky and expulsion of the Indians.
 - The conquests of George Rogers Clark.

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Westward expansion to 1812.

Defeat of Sinclair in Ohio.

Anthony Wayne's defeat of the Indians at Fallen Timbers;
Treaty.

Harrison at Tippecanoe.

Jackson defeats the Creeks and Choctaws.

2. Washington putting the Government on its feet. Establishing of the Federal Authority.

Hamilton organizes the financial system. Assumption of state debts.

The first tariff.

The United States Bank.

Washington's declaration of neutrality.

Defeat of the Northwestern Indians.

The Whiskey Insurrection.

3. Adams as a Federalist and the Alien and Sedition acts.

4. Jefferson and Democracy.

Close construction of the constitution.

The Purchase of Louisiana.

Violation of the Constitution.

5. Monroe and the Monroe Doctrine.

6. Jackson, the leader of Democracy.

The Nullification Proclamation.

Webster and Hayne Debate.

7. Improvement of roads leading westward.

The Old National Road.

The Erie Canal and other canals.

Building of the Pennsylvania R. R.

Other railroads crossing the mountains.

8. Series of Great Inventions.

The steamboat on the Hudson and Ohio.

Improvements in locomotive engines.

The cotton gin.

Spinning jenny and power loom.

Electric telegraph.

Farm machinery.

The sewing machine.

9. The tariff and growth of manufacture.

Tariff of 1816.

Tariff of 1828.

Tariff legislation to 1860.

10. The Growth of Slavery from 1820 to 1860.

The Texas question.

Causes of the Mexican War.

Admission of California.

- The Kansas-Nebraska bill.
- Lincoln and Douglas debate.
- Growth of the Anti-slavery sentiment.
- 11. Rapid Expansion of the North.
 - Railroads and canals.
 - Manufacturing.
 - Immigration.
 - Gold discoveries.
 - The Public land system.
 - Education.
- 12. Sketches of political parties to 1860.
 - Election of 1860.
- 13. Lincoln's purpose in the war.
 - Grant's campaigns in the West.
 - Campaigns against Richmond.
 - Blockade of the southern ports.
 - Emancipation.
- 14. The Reconstruction Period.
- 15. Outline of leading events since the Civil War.

NUMBER.

In the past there has been an attempt to do too much under the head of arithmetic. There has not been time to give attention to things that are fundamental. There are a few things primarily essential in arithmetic that should be learned by every child if a thorough mastery of this subject is to be acquired. He should be able to make practical use of the arithmetical facts and principles learned in school.

There should be more purposeful drill upon the necessary number facts and processes until the child becomes perfectly familiar with them. Such processes as addition, subtraction, multiplication and division should be mastered early in the school life of the child because they play so important a part in all work in arithmetic that is to follow. Often much time is wasted in the upper grades learning facts and processes that should have been thoroughly mastered in the lower grades when the child was passing through the stage in which this work can be done most easily. Much drill and repetition for accuracy and speed should be given day after day along with the other work of arithmetic to the end that the child may early put into the background, through thorough mastery, the mechanical difficulties of number. He should be at home and ready in thinking number and in the manipulation of number. He should think in numbers as readily as he thinks in other subjects. This will be brought about only by vigorous, persistent drill upon the mechanical side of number and the application of number in a rational sensible way to the every-day problems that surround the child. If the above

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is attended to in the lower grades it will be possible to do a higher and more practical kind of work in the upper grades.

The matter of having the child reason about everything he does in arithmetic, especially in the lower grades, can be overdone. Of course he needs to do rational thinking but there is no place for fine-haired explanations that are often required. Many things in arithmetic do not need to be explained. They need to be done and results secured with the least amount of fuss possible.

There is no place in school where time can be saved to better advantage than in connection with the arithmetic recitation. Too much explaining is done; non-essential work takes up time; the movement of the recitation is sluggish; there is no completed task with an essential piece of knowledge well mastered. Too many of our pupils are but half prepared to go on because we have not been rigid enough in holding them up to standards that are within their reach.

The teacher of mathematics must be alert in order to communicate mathematical life to her pupils. She must have clearly in mind what she is to accomplish in the way of results. She must know how to secure these results on the part of her pupils with the least expenditure of energy. Pupils should acquire a mastery over number that makes them feel at ease when dealing with number relations.

RELATED NUMBER WORK.

I. Administration.—(1) Attendance. Pupils counted—by ones, by twos, by unequal addends.

Count and see how many boys present in row 1. How many girls? How many pupils? How many boys absent? How many girls? How many pupils? Same for 1, 2, 3, etc., in the school.

How many boys belong in row 1? How many are there? How many must be away;

(2) Distribution of material by rows or by classes or by both. A monitor for each row comes to teacher. How many sheets of paper, pairs of scissors, pencils, books, etc., do you need? Teacher hands him some.

How many have you? Is that as many as you need? Do you need as many as that? How many more do you need? Return me all you do not need. Or, child goes to supply and counts out for himself, under teacher's eye, what he needs; encourage to count not only by ones, but by two or threes, or to count unequal addends.

Where practicable, appoint monitor to take teacher's place in supervising distribution of material.

(3) Reading. Finding page by number. Finding line on the page or word in the line by number. Find line or give word on which drill is being given; find it again; again; how many times to be found? Group words phonetically; by rhymes, etc.; how many in each group? Number

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as involved in stories told or the subject matter of the reading lessons.

II. Science.—(1) Weather record. Days and dates. Find date by addition from day to day, Friday to Monday; character of weather denoted by disks of colored paper; number of clear, cloudy, rainy, etc., days in the week? in the month? Comparisons; averages. Prevailing winds. How many days had we a west wind? Northwest? Northeast? South? Of which had we the most?

(2) Thermometer; children taught to read. Draw to scale; on board 1 in. equal to 2 degrees; on paper, 1 in. equal 10 degrees. Draw five side by side on one sheet; mark daily readings; at end of week connect points of daily marking, so getting graphic representation of variation. As children are able, change scale to $\frac{1}{2}$ in. equal 2 degrees, $\frac{1}{4}$ in. equal 2 degrees.

Comparisons:—How many degrees higher, lower, today than yesterday? etc.

(3) Time. Hours, half hours, quarter hours, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ of 60 min. Counting by fives first on clock face, then independently, to 30; to 60; products of 5 min. to 12 times 5. Multiples of 5 min. plus 1, 2, 3, 4 minutes.

Making clock face. See construction.

(4) Measurement. Children measure each other. Growth of twigs—comparisons. Soils—definite amounts measured out by the children; loam, sand, etc., separated, measured and compared. Weights—absorption of water by seeds; elements of soil compared.

III. Construction—(1) Learning the foot rule, graduated at first to inches, then to half inches, and so on, to ordinary ruler. Compare with 1 in., 2 in., 6 in., sticks. Compare these with each other. Stick-laying, using sticks of above lengths.

(2) Ruling lines, squares, oblongs to dictation and scale. Sheets for weather record. Wind charts—thermometers, etc. Record sheets—score cards—for games. In all construction, children make any computation necessary to get total lengths and breadths and effect of any allowance, e. g., laps in making boxes; for cover of a box compared with the box itself.

(3) Related objects. Trays of paste. Boxes for various shapes and sizes of seeds, soil, pencils, crayon, and other collections and material; for measure, cubic inch, two, four, eight cubic inches. Circle markers:—1 in. by 6 in., divided into inches; $\frac{1}{2}$ in. by 6 in., divided into $\frac{1}{2}$ inches. Circles of colored paper for weather record. Clock dials on board. Draw with strings, making outer circle 12 in. in diameter, inner 10 in., the inner 5 in. Envelopes, books covers, etc., Mounting sheets.

(4) The School Garden. Children assist in planning beds, in all calculations involved here, in the developments of germination and growth, and in the results.

(5) Objects suggested by Literature or Reading. Story of Three

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Bears: tables, chairs, beds; Hiawatha: wigwam, canoe, bow and arrows; Eskimo: igloos, sleds, etc.

IV. Games.—One large advantage of games is the opportunity to carry over the number notion and processes into the children's own field of activity beyond the walls of the school-room and the immediate urgency of the teacher. Any game to which a score may be put can be thus used. Children should make this practicable. Results should come under review of the teacher. Hints as to rapid and easy combination in making up scores should be freely given.

As the children, as classes or individually, give evidence that they have made abstractions of number facts, they should be led to formulate them, and these formulations should be frequently called for. These need not, will not, and even should not come in any fixed order, but the teacher should make note of them as they come.

During the second year—at any rate, during the latter half of it—the pupils should be definitely expected to know.

- a. The primary and many secondary facts of addition and multiplication and the correlative facts of subtraction and division.
- b. How to count to 100 by 1's, 2's, 10's, 5's, 11's, and perhaps by 3's and 4's.
- c. How to read numbers by Arabic figures to 100, and by Roman figures such numbers of lessons or pages as occur in books they are using.
- d. Much about fractions and their use.

Definite tests should be given to ascertain what they know and exercise should be planned to supply deficiencies. However, the limits given above are too broad for any class and for any pupil by whom they cannot be reached on the basis laid down.

In grades III to VIII, the Young and Jackson Arithmetics will be used as text-books.

Note.—In using the above series, teachers should keep carefully in mind:

- a. That these books are not only a presentation of the subject-matter of Arithmetic, but more especially a method of presentation; that to handle the work properly the teacher must know this method; and that a careful and continual study of preface and foot notes is essential to a sufficient teaching knowledge of the grade work.
- b. That the method of the book is progressive; hence the teacher must be thoroughly acquainted with the work that precedes and follows that which she is to do.
- c. That before a given lesson is assigned, the children should have been prepared for it by previous instruction.
- d. That the decimal arrangement of the book is intended to facilitate carrying out these suggestions and maintaining the un-

ity of the general subject of Arithmetic.

- e. That it is not intended, in presenting a subject in a given lesson, to exhaust the subject, but only the given phase as a development of the previous lesson.

In all teaching, observe faithfully the following suggestions:

1. Help pupils to a careful reading and interpretation of the problem before an attempt is made to solve the same. In other words, aim to have pupils do clear imaging and see relations.
2. Seek for readiness in reaching approximate results.
3. Require accuracy and rapidity in the performing of operations. This will be gained by thoughtful repetition.
4. Require logical reasoning and clear, direct statement of steps in the solution of problems; avoid undue verbiage.
5. Give pupils occasion to apply the arithmetic learned in the school-room to problems of every day life; look for that sort of problems.
6. Acquaint them with some actual business methods, as gained from men in actual business—men of the various trades and special business, contractors and manufacturers.
7. Pupils should possess a body of useful number facts, well learned.
8. Pupils should possess an attitude of mental independence toward number and the handling of number, and independent skill in good "short methods."

References:—McLellan and Dewey's Psychology of Number; Cook's Methods in Written Arithmetic.

Young and Jackson's Arithmetics will be used as texts. In following these books the work will be somewhat rearranged and parts eliminated with a view of getting done lines of work most suited to the child's need. The following portions of these books are designed in a somewhat arbitrary way as follows:

BOOK ONE.		BOOK TWO.		BOOK THREE.	
3B—pages	1 to 61	5B—pages	1 to 59	7B—pages	1 to 59
3A—pages	62 to 119	5A—pages	60 to 120	7A—pages	60 to 117
4B—pages	120 to 160	6B—pages	120 to 180	8B—pages	118 to 177
4A—pages	161 to 230	6A—pages	181 to 244	8A—pages	178 to 245

INVENTIONAL GEOMETRY.

In Grades VII and VIII, Inventional Geometry will take the place of Arithmetic one day a week, following the outline of topics given below.

1. Cubes:—

Note.—A solid—like sides, called squares; straight edges—same length—corners alike—made by lines meeting across; therefore right or square angles.

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Construction of cube. Position of its surface, if placed out flat.

Problems (inductive).—Number of sides, edges, corners, etc. Relative number, perimeter of surface, area of surface, volume of cube.

Terms developed from surfaces. Lines, the intersection of surfaces; the boundary of surfaces; shortest distance between two points; path of moving point; kinds of lines, as to position of surfaces—vertical, horizontal, oblique.

Terms developed from cube.—Horizontal surface, parallel surfaces, vertical surfaces, perpendicular surfaces.

Construction.—Straight. How to divide a straight line into a number of equal parts; erect a perpendicular to a given line at any point; drop a perpendicular to a given line from any point without; draw a line parallel to a given straight line; construct a square (two ways).

Application: Measure of Volumes.

2. Parallelopiped.

Comparison with cube.—In number of surfaces; length of edges; kinds of surfaces represented.

Rectangle.—Area of surfaces—perimeter; volume of parallelopiped; comparison of surfaces considered thus far (4-sided); classification of all 4-sided surfaces or quadrilaterals.

Parallelograms.—Right angled—rectangles and squares; not right angled—rhomboid and rhombus.

Trapezoid and trapezium.

Angles represented here not right angles; how named. Acute and obtuse angles; supplementary and complementary angles.

Construction.—Right angle; to bisect an angle; to construct angles of 45 degrees, $22\frac{1}{2}$ degrees; rhombus, rhomboid, etc., one side given to construct angles of 60 degrees—no proof; to construct angles of 30 degrees, 150 degrees, etc.

Application:—Diagram of house or granary placed on board, drawn to scale. Find perimeter of each room. Find wall surface of each room; floor surface of each room. Find cost of carpeting each room; of papering each room; of plastering each room; of excavating for cellar; of building foundation. If the building be a granary, find capacity in bushels of room A, etc. If room be a cistern, find its capacity in gallons, in barrels.

3. Prism.

Meaning of term.

Parts; bases, lateral faces.

Name according to shape of bases. If three sided bases, triangular.

Kinds of triangles as to length of sides—equilateral, isosceles, scalene.

Review of triangles illustrating each; parts of an angle; explain protractor; estimate and prove the size of different angles in the triangular base of prisms.

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Construction of prisms of different bases.

Computing the area of the surface of the prism—area of triangle found by experiment.

Construction of triangles with protractor and ruler.

Construction of triangles, given two sides, angle of 45 degrees.

Construction of triangles, given one side and two adjacent angles.

Construction of perpendiculars from middle points of triangles.

Dropping perpendiculars from vertices of triangles; lines meet at a common point. Illustrate that angles of a triangle equal two right angles.

Problems.—Given one angle of an isosceles triangle, to find others, etc.

4. Solids having curved surfaces—Cylinder.

Surfaces: Two parallel plane surfaces, one curved surface.

Construction of a cylinder—compare with prisms, bases, sides.

Base of a cylinder, a circle.

Definition of a circle. Parts—centers, circumference, radius, diameter, arc, chord.

Comparison of diameter and circumference (inductively).

Comparison of a circle and square; relative areas of the two.

Area of curved surface of a cylinder. Volume of cylinder.

Applications.—Measurements of cisterns, barrels, casks, bottles, cylindrical tin vessels, drain tiles, etc.

5. Sphere.

Surface, everywhere curved.

Few terms in connection with sphere;—great and small circles, poles.

Compare with earth. Terms:—Hemisphere, circles, topics, longitude, latitude.

NATURE STUDY.

Nature study is variously defined. It is often misunderstood. It ought here to be stated that it is not merely to cultivate the power of observation, or to appeal to the æsthetic sense, or to furnish material for correlation with other subjects, though this end may and ought incidentally to be attained. Nature study is to develop an attitude of mind. The teacher is so to direct the child mind in its ceaseless reaching out after knowledge of objects in the material surroundings that as a result, the child will live with nature as with a friend. Between the two there is to be a sympathetic contact. To realize this end most completely requires the fullest development of all the powers of the child in so far as they may be influenced by contact with material objects. And on the part of the teacher it requires the same close contact with nature, and the same friendly intercourse with that toward which the child is to be directed.

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FIRST GRADE.

Flowers.—Identify as many as possible of the common wild flowers, as golden rod, aster, evening primrose, wild sunflower. And in the same way, learn the names of the commoner cultivated flowers, as geranium, salvia, petunia, dahlia, canna, poppy, etc. Similarly learn the common weeds such as smartweed, ragweed, pigweed, milkweed, wild carrot, wild parsnip, lambs' quarters, etc. At the same time, while excursions afield are being made, there may be undertaken a study of—

Seeds.—These should be collected, noting number produced by single plant; how protected, etc. Seeds may then be stored for study on rainy days. Abundant material for story work. Such forms as milkweed, burdock, stick-tight, thistle, etc., are suggested.

Trees.—Oak, maple, linden, elm. Begin with forms most familiar to children. Become familiar with its general shape, whether tall or low, broad or pointed, etc. In study of oaks, after studying one form, as red oak, proceed to another, as burr oak, and make careful comparisons, noting differences. Return then to the former to note any previously undiscovered points of similarity or differences. Cultivate in this work the habit of comparing the trees with one another. Attention may be centered about the shape of the tree, color and appearance of bark, shape of leaf and fruit. Collect fruit of each; collect leaves to study coloring. Make leaf chart. Make survey of landscape conditions at the beginning of each month.

The Squirrel.—shape, size, color, etc. How it climbs a tree. How it runs on the ground. What and how it eats. Where it builds its nest. The preparation it makes for winter. General preparation man makes for winter. Harvesting of corn; vegetables stored in cellar; hay and food for cattle in barn; ploughing for seeds to be sown next spring. Why such preparations are made. Visit a barn and make observations.

Study the pumpkin as one of the farm products. Make a study of this object with a special reference to its symbolism of the season of Thanksgiving.

Reason for giving thanks.

Rain—Associate with clouds. Value of rain. Why necessary? Exists also as snow and ice.

After leaves have fallen, make excursion to compare pine trees with three trees previously studied. Reason for use of term "Evergreen." Use of Evergreen as Christmas tree. In connection with the approaching Christmas season, study from picture and story the reindeer as entering largely with the Santa Claus stories.

WINTER TERM.

These lessons are not very largely concerned with physiology. The experience of children in the Primary Grades is not such as to enable an understanding of physiological processes. And yet they are daily

forming habits of living which no amount of instruction later in life can thoroughly change if wrong. Certainly their effect cannot be changed. These lessons are designed to begin with the daily experiences of the child and upon them and through them to influence his habit. Any instruction is worthless unless it passes over into conduct. Physiology is not a part of the primary child's experience. He has not yet reached the age of reason. His conduct is largely imitative, and his habits the result of early influences. Upon this basis these lessons are to be developed.

The Child's Welfare and Happiness.

How animals keep warm—Furbearing (cat, dog, sheep, etc.). Feathered (chicken, canary, etc.). Shelters (burrows, nests, holes in trees).

Use we make of animal coverings to keep us warm.—Skins as clothing (shoes, hats, mittens, muffs, coats, cloaks).

Use of feathers (boas, feather beds, down quilts).

Clothing made of hair (woolen cloth).

Other ways in which we keep warm—houses, furnaces, stoves (what we burn in them), bedding, underclothing (need of keeping them clean).

Ways in which we can get warm if we are cold—running, clapping hands and swinging arms; taking hot food or drink, blow hot breath on fingers, rubbing, hot bath.

What to do if we get too cold (frost bitten)—cold water on cold hands or feet—snow on "frost bites"—rubbing of chilled parts. Danger of severe freezing of toes or fingers.

Ways in which we can keep cool when warm weather comes—change clothing, fan ourselves, keep in shade in cool places, avoid violent exercise, keep house cool (keep out sunshine). Raise windows, etc.

In leading the child to think on these things in so far as possible let his own experience and observation furnish the material.

Some other necessities to our happiness—food, friends, (parents, brothers, sisters, playmates)—toys, games, pets.

Food—Best kinds of food (bread, milk, cereals, occasional egg, vegetables, fruits).

Food to be avoided (coffee, tea, meat, cake, etc.).

Best way to eat (chew well, warm cold liquids in the mouth, not eat too much).

Best time to eat (regularly at meal times and not often between meals; not when very tired nor after severe exercise).

Preparation for eating (clean hands and face).

What to do at table (use of knife, fork, spoon; manner of asking for food; leaving the table).

What to do after eating (wash hands and face and rest fifteen minutes).

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How to eat the food (chew well; keep mouth closed; use of teeth; care of teeth).

What the food does for us (keeps us warm; give us strength).

Friends.—Who are our friends? (parents, relatives, playmates). Why do we need them? (parents, care, someone to play with, etc.). How should we treat them? (kindness, unselfishness, love).

Toys.—Care of toys. (Have children name them and discuss their care.) What to do with them after playing (put away carefully—habits of orderliness and neatness).

Games.—Favorites games—Why? When to play (not immediately before or after meals). How to treat playmates. Dangers in playing (too near water, ice, etc., or too violently).

Pets.—What are your pets? How do you care for them? How are they useful? How do they give pleasure?

Note.—At the discretion of the teacher there should be introduced suitable gymnastic exercises and instruction in proper sitting, standing, breathing, etc., and correction of bad habits of various kinds to the end of helping the children to form good habits.

(Nature Study).

Germination of Seeds.—Plant seeds of lima bean or corn in moist sand or sawdust. Watch process of germination. Lead pupil to see that the seed is a little plant, protected by a plant or jacket. Find out what conditions seeds require to germinate most rapidly. Plant seeds of flowers and vegetables which require transplanting before being placed in the garden.

SPRING TERM.

Continue monthly resume of landscape and out of door conditions. Study buds of maple, elm, linden, oak, etc., to the end of discovering what is in the bud. This can be done by placing twig in water and allowing the buds to develop. The bud is a little branch with leaves, and in some cases, flowers, present in a rudimentary condition. Protection of these tender parts.

Spring Flowers.—Identify as many as possible; as dandelion, spring beauty, trillium, jack-in-the-pulpit, oxalis, violet, buttercup, etc. Follow the development of the cherry from the blossom to the fruit. Not, however, with the aim of learning the names of the floral parts but simply to discover that the beginning of the fruit is a flower. Begin work on the garden. Let it be the nucleus for the nature work of the remaining weeks.

SECOND GRADE.

FALL TERM.

Wild Flowers.—Review the flowers learned in the previous grade and study such others as are commonly met with, giving especial attention to the clovers.

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Cultivated Flowers.—Review the flowers learned in the previous grade and identify all the cultivated flowers on the campus. Fruits. Maple, box elder, catalpa, linden, rose hip, thorn apple, wild cucumber, poppy. Attention should be directed to the fact that the beginning of the fruit was a flower. In an elementary way discuss the functions of the fruit. With the thorn apple compare the cultivated apple and the crab-apple.

Continue as in previous grade the monthly survey of landscape condition.

Common Vegetables.—Turnip, carrot, radish, parsnip, rutabaga, onion, potato, cabbage, egg plant, pepper.

Horse.—Usefulness. Things the horse does for man. What could man not do had he not the horse? Care. The legend of how the horse was tamed. Read selections from "Black Beauty."

How a horse is protected in winter.

Common Grains.—Identification of wheat, rye, oats, barley, millet as plants. Identification of grain of each; preparation of each for use of man. Use of each.

The thermometer. Effect of heat on size of solids and liquids. Freezing, zero and boiling point on the thermometer. Measurement of heat. Make hourly observation on temperature. Construct graph from observation. Obtain data from nightly temperatures and construct graph in the same way.

Study of a bird.—Bluejay suggested. Shape, parts (head, bill, breast, wing, tail, legs, beak), color of each part, food, habits, song.

WINTER TERM.

The Child's Home.

Homes of animals—burrows, hollow-trees, nests, etc.

Homes of pets—kennels, barns, bird houses, cages, etc.

Homes in which we live—of what constructed. Rooms and purposes of each. Location of house. Homes of other people. (Esquimo, Indians, warm and cold countries).

Care of the home—Cleanliness (clean shoes; shake dirty clothing before entering).

Sunshine (comparison with plants growing in dark).

Fresh air day and night. How?

What to do in case the house catches fire.

THE CHILD'S BODY.

How some animals care for their bodies—cat, dog, bird.

How best to take care of our bodies—cleanliness (when and how to bathe).

Sunshine (in houses as well as being out of doors).

Fresh air (how obtained at night, deep breathing; exercise in proper breathing).

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Sleep and rest (number of hours of sleep; conditions for refreshing sleep—fresh air, not too much bedding).

Good food—Review foods outlined for first grade (those best to eat; those to avoid; care in eating properly; care of teeth).

Cheerfulness—Good temper makes food do us more good, bad temper makes us unhealthy.

How to care for the body in case of accident—clothing afire, burns, cuts, bruises, bee stings, mosquito bites.

NATURE STUDY.

If possible keep a tame rabbit in a cage in the room. Encourage the children to determine for themselves the needs of the rabbit, as food, drink, etc. Note how he eats and drinks. How he gets about. Look for tracks of wild rabbits. Harm they do to trees and gardens.

How to attract winter birds, with especial reference to chickadee and wood peckers. Have the children make their own observations on size, color, habits and call of birds.

Plant seeds of such garden vegetables as are to be used in the work of the primary garden, as tomatoes, peppers, ground cherries. Plant seeds of flowers which are to be transplanted into the garden, as pansy, chrysanthemum, asters.

Twigs. Note arrangement and difference in size of the buds. Where are the large ones? Place twigs in water and allow buds to develop; study making appropriate sketches.

What was in the buds? What were the scales for? Study buds on other shrubs and trees. Learn to identify them by their twigs. Watch for returning birds. Begin bird calendar. Collect as many facts as possible concerning each bird observed.

SPRING TERM.

Continue observations of birds with particular reference to the robin, blue bird, grackle, red-winged black bird, meadow lark, gold finch, redheaded wood pecker, flicker, scarlet tanager, song sparrow.

Identification of common spring flowers. Blue violet, spring beauty, blood root, jack in pulpit, dutchman's breeches, dog-tooth violet, anemone, butter cup, wild geranium, trillium, oxalis (pink) oxalis (yellow). Develop appreciation of wild flowers and care in picking.

Observation on blooming of willow (pussy, elm and soft maple). Observe color, number and arrangement of blossoms; follow their development into ripened fruit. Note adaptations of fruit for dispersal. Plant some seeds of each. Note manner of breaking through soil. What advantage in such a method?

Direct attention to the fact that a yellow powder is produced, called pollen. Do all the flowers produce pollen? Show that the pollen is necessary for the development of the blossom into a fruit.

Garden making. Transplant seedlings reared indoors into suitable receptacles. Prepare soil of garden plots for planting. Prepare plans for the plot. Plant seeds at such time and under such condition as advised by instructor. It is advised that with this grade such seeds be planted as mature quickly, such as radish, lettuce, particularly onion sets; transplant pansy and tomatoes. Of flowers; nasturtium, morning glory and poppy. Plant gourds and pumpkin for fall study.

THIRD GRADE.

FALL TERM.

Inspect gardens. Gather such vegetables as are mature and pick flowers for school-room decoration or for distribution to sick school mates or friends. Gather and store poppy and nasturtium seeds. Pick and prepare gourds for drying. When ripe pick and store pumpkins.

Butterflies and moths. Collect larvæ of monarch and cabbage butterfly, and bring to pupation in breeding cages. Follow life history of monarch, noting if possible: Moulting of larva, entrance into pupa stage, and emergence of the adult. Keep records of the changes. Store chrysalis of cabbage butterfly, placing it in a box in a cool cellar. Look on tomato vines for "tomato worms," feed in breeding cages containing a layer of earth in bottom. Compare further changes with those of monarch. If possible keep pupa until adult emerges. (Soil must be kept moist). Along with field work on these forms make observations and identify such other butterflies and moths as are most easily obtained. The larvae of other forms may be bred and pupa obtained as above suggested. Note economic importance of larvae of forms studied.

Identification of oaks. By comparison study of bark, leaves and fruit learn to distinguish each species. Gather acorns from each for planting.

Note flocking of birds for migration, such as crows, grackle. Look for migrating flocks of ducks and geese. Why do birds migrate? Give many reasons.

Corn. Study plant, noting size of stalk, shape and position of leaves, roots, the tassel, ear. The tassel is a blossom which produces pollen. The ear of corn is the fruit. Uses of corn stalks as food for cattle, and of corn as food for man and domestic animals. Comparison of corn with grains studied in second grade. Different kinds of corn; field corn, sweet corn, and pop corn.

The Cow. Man's dependence on the cow. Uses made of milk in manufacture of butter and cheese, necessity in cooking, bread and milk, etc. Various uses of hide, hair, horns, hoofs, meat, suet, bones. Make butter, soft cheese and ice cream. Care of physical needs of cow—shelter, food, drink, salt, kind of treatment. Insect pests of cow. How protected against them.

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WINTER TERM.

THE BODY USEFUL.

Various bodily activities—occupations and plays—parts of the body used in various occupations, games, etc. Names of parts (head, trunk, limbs, etc.).

How our activities are guided—Sight (eye, care of); Hearing (ears, care of); Touch (where most sensitive?).

The importance of these senses may be emphasized by assuming the loss of any one. They help us to avoid certain things (What?). And to enjoy others (What?).

Other ways in which the body tells us about conditions outside—Smell (the nose); taste (the tongue); sanitation of nose and mouth, habits of putting fingers in nose or mouth; use of handkerchief; need of cleanliness to avoid disease and possibly death. These habits, too, help us to avoid bad food and to enjoy pleasant food and odors.

How to make the body strong and most useful—good food, good habits, good temper, self-control over appetite, temper, parts of the body. Good mind to think with and tell us what is best for the body to do.

Some things which weaken the body and make it less useful—Tobacco (statement of facts only, with little or no attempt to explain).

Coffee (Why?). Tea.

Alcohol (report on action of railroads and business men who will not employ men who drink or smoke. They are not useful. Abundant material is available).

Overeating.

Disease.

Accidents which may happen to the body; how to care for it then.

Drowning (demonstrate and have children do the same).

Fainting.

Poison ivy—Bites of dogs.

Review previous emergencies.

Stories of men who have used the body wisely and have lived long and useful lives.

NATURE STUDY.

WATER.—Its uses to man. To plants and animals. Value of pure water. How to purify by boiling.

Where water comes from—earth and sky.

Evaporation of water. Experiments to demonstrate condition affecting evaporation. Condensation of water vapor on cold surfaces. Rain, snow, hail, etc.

Freezing of water—temperature, expansion during. Ice lighter than water. Why this is a good thing.

Catalogue and Course of Study.

Demonstration of three states of matter: solid, liquid and gas.

Spring birds. Review birds studied in previous grades and continue observation. Following suggested: Ivory woodpecker, hairy woodpecker, nuthatch, brown creeper, blue-bird, junco, etc.

Plant seeds in hot-bed or boxes, such flowers and vegetables as plans for garden demand.

THIRD GRADE.

SPRING TERM.

Continue observation on returning birds. In connection with each bird encourage children to observe the flight, walking or running, food, and nesting habits. If possible keep under observation a nest of birds, noting number of eggs, time of incubation, condition of young when hatched, how and what young are fed, length of time before young leave nest. Meadowlark, flicker, red-headed woodpecker, cow-bird, sand-piper.

Dandelion. Elementary study of the flower (florete, receptacle, scape). Observe history of the flower from bud to fruit with appropriate notes and drawings.

Identify more common unfamiliar wild flowers as, columbine, mandrake, anemone, buttercup, phlox, shooting-star.

Life history of frog and toad. Collect spawn and study various stages in larval life, and from captured tadpoles of previous season. observe changes during metamorphosis. Economic importance of toads and frogs. Enemies. This work may be accompanied by suitable sketches and descriptions.

Keep calendar of leaf appearance on common trees, when leaf first appeared and when full grown.

Identify the more common butterflies as: mourning cloak, red admiral, sulphurs, cecropia moth, luna moth, sphinx moth. Habits of obtaining food. Correlate with work done during fall term.

Preparation, planting and care of garden, with especial reference to fertilizing soil, and insect enemies of the garden as: cut worm, squash bug. Plant flax, wheat, potatoes and peanuts. Plant such flowers as seem most advisable, chrysanthemums, asters, etc.

Transplant tomatoes and flower and see that plants are cared for.

Let the garden be the center of interest for nature work.

FOURTH GRADE.

FALL TERM.

Report of summer outings: nature discoveries and experience.

Examine the garden. Make proper disposition of the garden produce. Make a special study of the flax as regards the manner of production and the various uses made of it. Carry through the various

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processes by which the fiber is obtained, and study how it is made into cloth. Study the wheat to determine its manner of production and its uses.

Identify as many of the fall flowers as are familiar. Note the fruits each produces and the adaptations to seed dispersal in the case of each plant. Collect specimens, dry and mount. Show with each a specimen of the fruit and a seed.

Plant oak, black walnut, hickory, etc., in garden. At proper time plant and care for such bulbs as seem advisable to be made use of by the grades.

Make a special study of the gopher. Obtain one or two live specimens and keep in cage in the room, noting facts about structure and habits and when thoroughly acquainted with these, allow the animals their freedom. These specimens must be obtained very soon after school opens in the fall. Study then the economic relations of the animal. How can it be destroyed, if it seems that it would be better to destroy it?

Make a special study of a few wild animals, such as the wolf, fox, rabbit, bear and deer. Let these studies be to acquaint the pupil with the habits and distribution of these forms. Are they beneficial or injurious? Why? What can we do to destroy or protect them?

References: Hornaday's American Natural History.
Stone and Cram's American Animals.
Seton's Mammals of Manitoba.
Library of Natural History.

Study the principle of the thermometer. Effect of heat on the size of solids or liquids. How does this operate in the thermometer? Determine the freezing, zero and boiling point on the thermometer. Make hourly or daily observations on the temperature out of doors. Construct graph showing the curve of temperature. By consulting the papers find the temperature for the night also and construct a complete graph for the day and night. Learn to interpret accurately.

WINTER TERM.

I. Review work of previous grade on "The Body Useful."

THE EFFICIENT BODY.

II. Habits of life determine the efficiency of the body.

Long hours of work without proper rest in time make the body weak and incapable of much work.

The person who constantly eats too much in time injures the organs of his body and he becomes diseased and his body useless. Habitual use of cigarettes or alcoholic drinks in time weakens both body and mind.

Careful habits with reference to eating, sleeping and taking of out-of-door exercise, together with a cheerful disposition and some-

thing to do, keep the body strong and well and hence more useful.

III. What are habits which are best for the body? How can we make it strong and ready to do work for us?

A. Habits of eating

Kinds of food: Bread, milk, potatoes, fruit, cereals, etc.

When to eat: Regularly; not often between meals.

How to eat: Slowly; chew food well; mix well with saliva.

Stop while a bit hungry.

Functions of various organs and secretions.

Saliva: Where produced; Number and location of glands.

Necessary for the proper preparation of the food for the body. Do not attempt to explain the chemistry of its action. Chewing gum uses the saliva which ought to be ready to mix with the food.

Constant spitting wastes it.

Teeth: Kinds of. Parts of a tooth. Use specimens.

Care of the teeth. Impress the value of the teeth. Have regular examinations by competent dentist; fill cavities promptly. Poor teeth mean food poorly prepared for the body hence a body unable to do its best work.

Stomach: Food after leaving the mouth passes through a tube to a sac called the stomach. Locate it. Here the food is further prepared for the body. We say it is digested. In just what this process consists we shall study in another grade.

Pain in the stomach often results from overeating, or eating the wrong kind of food, such as the stomach cannot properly digest. The stomach tells us if it is not treated properly. Learn how to care for it so that it will help to keep the body strong and well.

Sleeping: Why we need sleep. Regularity in hours of sleeping. Number of hours required. Short "nap" after dinner advisable. Sleep in well ventilated room, with windows open.

Exercise: Play the best form of exercise, when in the open air. Good games to play. Do not exercise severely directly after a meal nor directly before a meal. Rest after violent exercise taken just before meal time. Violent exercise too long indulged in may permanently injure the body. Forms of healthful exercise: Walking, running games, skating, swimming (not in water too long), baseball, etc.

Care of special parts of the body:

The eye, delicacy of; how to read; simple precautions to be observed in order not to injure the eye.

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The ear, value of; how it may be injured. Care to be taken of it.

The nose. Cleanliness necessary here.

The skin. serves as a protection. Hair and nails a part of the skin. Skin that part of us in contact with the outside world hence it gets dirty. Care of the skin, including hair and nails.

IV. How alcohol makes the body less strong and therefore less useful.

Effect of alcohol on growth—as in animals experimented on.

Effect of alcohol on the mind.

Simple statement of facts. Let children make their own inferences.

Effect of tobacco discussed in the same manner.

All of these topics are to be approached and discussed with a view to influencing as greatly as possible the life of the child toward the development of right habits of living. They must therefore be within the comprehension and the experience of the child.

Study some of the mammals adapted to life in the water such as the whale, porpoise, walrus and seal. What economic relations have they? For references see fall term on wolf, fox, etc.

SPRING TERM.

Garden work. Plant and make proper disposition of the cotton peanut, sweet potato. In the larger class plots plant wheat and oats.

Keep records and observations on returning birds.

Make special study of the woodpeckers as a group of birds.

Use prepared outline for suggestions and references.

Make special study for purposes of identification of the shrubs found on the campus. This will include, of course, such wild forms as are found in the woods as well as the cultivated ones used for decorative purposes.

Keep careful records of conditions out-of-doors, as determined by occasional excursions. The object is to make the pupil sensitive to the rapidity and extent of the spring awakening.

FIFTH GRADE.

FALL.

Care of garden. Bring cotton plants indoors.

Leaf coloration and leaf fall. Field and laboratory studies. Calendar.

References: (N.) "Autumn Studies With Plants." (N.) October.

Water in the plant. Experimental studies suggested by preceding topic.

References: (N.) "Experimental Study of Water in the Plant;"

McMurray's Special Method in Elementary Science; Osterhout's "Experiments with Plants."

Special study of the oaks. Scarlet, red, burr and white oaks.

References: (N.) The Oaks; Keeler's "Our Native Trees."

Catalogue and Course of Study.

Planting of nut tree and fruit tree seeds and seedlings; celebration of a fall arbor day. Take up dahlias.

Deciduous vs. evergreen habit in trees.

Reference: (N.) *The Light Relation*.

Forestry; forest preserves; uses of woods and modes of finishing woods; collection of woods; pioneering; Pilgrim's Thanksgiving.

Reference: Pinchot's *Primer of Forestry* (Government Bulletin); Bincken's *N. A. Forests and Forestry*; Hough's *Collection of Woods*; Yearbook, Dep't of Agriculture, 1896 and 1897.

The floors; carpets; hard wood; dangers of dust.

Goldfish and Perch.

References: Colton's *Zoölogy*, Part II. (N.) *A Study of the Fish*.

Thermometer; radiation, conduction, convection; expansion, etc. Laboratory studies.

Monthly weather book.

WINTER.

The nutritive process; ways and means of digestion. The parts of the digestive system; foods and foodstuffs; chemistry of digestion; temperance in eating, and drinking; effects of alcohol and tobacco. A ten weeks' connected study of the human body, with many simple experiments.

References: (N.) "Physiology in Intermediate Grades," (N.) "Physiology for the Fifth Grade."

Common tools, plane, screw, wheel and axle, pulley, derrick, the compass; the magnetic needle.

Plant cabbage and eggplant in hotbed.

Reference: (N.) *Window Garden and Hotbed*.

Begin Bird Calendar.

References: (N.) *Birds to be Found in Northern Illinois in Winter*; (N.) *Northern Illinois Bird Calendar*.

SPRING.

Plant pinks (*Dianthus*) in hotbed.

List of birds known. Bird calendar.

Reference: (N.) *Northern Illinois Bird Calendar*.

The sparrow; biographical studies of the sparrows and their relatives. Group characters. Economic value.

References: (N.) "The sparrows and Their Relatives;" Weed and Dearborn's *Birds in their Relation to Man*; Chapman's *Handbook of Birds*; Bulletin 55, New Hampshire Agricultural Experiment Station; The Feeding Habits of the Chipping Sparrow; Bulletin No. 15, Division of Biology Survey, "Relation of Sparrows to Agriculture;" Forbush, "Useful Birds;" (N.) *Bird Identification Chart*.

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The Audubon Society; its aims and its works; organization of a chapter.

References: Write Miss Mary Drummond, Spring Lane, Lake Forest, Ill., for Audubon Society Literature.

Transplanting; care of fruit bushes. Practical work with trees and shrubs.

References: Hodge's *Nature Study and Life*; Bailey's *Principles of Agriculture*; Farmer's Bulletin No. 113, "The Apple and How to Grow It."

Cutting and potting of geraniums.

The trillium. Detailed study of the plant; morphology and function of the flower parts.

References: (N.) The Lily Family; Boyer's *Elementary Biology*; Weed's *Ten New England Blossoms*.

Identification and life histories of common weeds.

References: Yearbook, Dep't of Agriculture, 1895—Two Hundred Weeds, Yearbook, 1898—Weeds in Cities and Towns, (N.) *Some Common Weeds*.

The willow; tree, habitat, flowering, pollination, seeds, galls, commercial uses.

References: Bailey's *Lessons with Plants*; Forest Service Bulletin No. 46, "The Basket Willow."

Insect galls on trees; pine cone, willow gall, coxcomb elm-leaf gall, corrugated cottonwood gall, oak apple.

References: Comstock's *Manual for the Study of Insects*: (N.) *Insect Galls on Trees*.

Garden: Potato; tomato; cabbage; peanut; eggplant; sweet potato; pinks; petunia; verbena; poppy; iris. Individual plots for all who desire them.

SIXTH GRADE.

FALL.

Care of the garden.

The cabbage butterfly and its relatives (White and Sulphurs).

References: (N.) *Cabbage Worm*; Holland's *Butterfly Book*; Scudder's *Butterflies*; (N.) *Some Common Butterflies*.

Spiders; tarantula; scorpion; centipede.

References: Patterson's *The Spinner Family*; Report of Agricultural Experiment Station, Ithica, N. Y., 1901; Emerton's *Spiders*.

Pebbles; rocks; glacial evidences. Collection of specimens.

References: Shaler's *First Book of Geology*; Charles's *How to Read a Pebble*; Tarr's *Physical Geography*; Crosby's *Common Minerals*.

Origin and composition of soils.

References: King's *The Soil*; Burkett; Storms and Hill's *Agriculture for Beginners*; Bailey's *Principles of Agriculture*.

Catalogue and Course of Study.

The earthworm. Habits; economic importance; structure.

References: Darwin's Action of Earthworms; Sedgwick and Wilson's Biology.

Structure of soils; experimental study of soil moisture; capillarity, permeability, drainage, wells. Recall work on "Water in the Plant," done in fall term Fifth Grade.

References: Hodge's Nature Study and Life; Johnson's How Crops Grow; Johnson's How Plants Feed; Bailey's Principles of Agriculture; (N.) Water in the Plant; (N.) Experimental Study of Soil Moisture.

Planting of fall bulbs. Preparation of soil.

(N.) Planting and Care of Fall Bulbs; (N.) Window Gardens.

Birds as weed destroyers. Economic study of the sparrow tribe. Collection of weed seeds.

References: (N.) Birds as Weed Destroyers; (N.) The Sparrows and Their Relatives; Weed and Dearborn's Birds in Their Relation to Man.

Corals; fossils; minerals; collection and study of specimens.

References: LeConte's Geology; Dana's Corals and Coral Islands; Corby's Common Minerals and Rocks.

Crystallization. Laboratory study.

The barometer. Pressure in liquids and gases. Monthly weather book.

References: Hayes, The Atmosphere; Waldo's Elementary Meteorology; (N.) The Barometer.

WINTER.

The cyclone. General storms. Monthly weather book.

References: Harrington's About the Weather; (N.) Cyclones.

Circulation; a ten-week's study of human physiology. The manifold necessity for a system of circulation; the circulating media, blood and lymph; the channels of circulation—lymph vessels, blood vessels, heart. Demonstration and experiment. Effects of intemperance on the circulatory system. Emergencies.

Reference: (N.) Physiology for Sixth Grade.

Coal; its origin; problem of mining; grades of coal.

The fireplace; combustion; convection.

Fuel efficiency; kinds of fuel.

Planting of tomato, peanut and pansy in flats or hotbed. Build hotbed.

Reference: (N.) "Window Garden and the Hotbed."

Chemistry of Cleaning; solvents for grease, paint, etc.; removal of dust; manufacture and use of soap.

The Meals.

Reference: McMurry's Special Method in Elementary Science.

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SPRING.

Birds of prey.

References: (N.) Birds of Prey; Yearbook, Dept. of Agric., 1894, Hawks and Owls from the Standpoint of the Farmer.

Maple Sugar.

Reference: U. S. Dept. of Agriculture, Bureau of Forestry, No 59. Identification and study of trees in their winter condition; outline form, framework, bark pattern, buds and twigs, etc. Tree and shrub calendar. Collection of twigs, leaves, flowers and fruits of trees. Tree map. Historic trees.

References: (N.) "Identification of Trees in their Winter Habit;" Newell's Outlines of Lessons in Botany.

The flycatchers. Phoebe, wood pewee, least flycatchers, kingbird.

Reference: (N.) The Flycatchers.

The mustard family.

References: (N.) The Mustard Family; Bailey's Lessons with Plants; Gray's Manual of Botany.

Insects injurious to trees and garden; spraying.

Reference: Hodge's Nature Study and Life; Lodeman's The Spraying of Plants; Saunder's Insects Injurious to Fruits; Farmer's Bulletin No. 127, "Important Insecticides."

Varieties of fruit trees.

Production of sugar from beets.

References: U. S. Dept. of Agriculture, Farmer's Bulletin No. 52 Household pests; mouse, rat, fly, mosquito, cockroach, bedbug, clothes moth, spider, English sparrow, moulds, bacteria; nature of damage done; mode of combating.

The mint family.

Reference: (N.) The Mint Family.

Garden: Beet, ivy (from cuttings); ornamental vines; musk melon; pansy, geranium, sweet alyssum; fruit bushes; strawberries.

SEVENTH GRADE.

FALL TERM.

Care of garden; take up geranium, gather sweet alyssum seed, etc.

Weekly summaries of nature notes. (N.) Nature Calendar.

Flower of evening primrose and of sweet pea.

References: Bailey's Lessons with Plants; (N.) October; (N.) The Clover Family and Its Relatives.

Study of the legume and the capsule, as types of fruits. Plant clovers.

References: (N.) "October;" (N.) Comparative Study of Fruits.

Review of seed dispersal types.

References: (N.) Studies in Seed Dispersal; Beal's Seed Dispersal.

Potting geranium slips.

Catalogue and Course of Study.

Study of beetle and bug; Coleoptera and Hemiptera.

References: (N.) Beetles and Bugs; Comstock's Manual for the Study of Insects.

The snake; the bat.

References: Hornaday's American Natural History; Hodge's Nature Study and Life; Rick's Nature History and Object Lessons; Schneil's Introduction to Zoölogy.

Hibernation of Animals.

The lift pump and the force pump; hydraulic press; further studies of pressure in fluids.

The siphon and its uses; sewer traps. Sanitation. DeKalb sewer system.

Forecasting the weather. The work of the weather bureau. Monthly weather book.

References: Harrington's About the Weather; Waldo's Elementary Meteorology.

Simple studies in heat. Ways in which heat travels.

WINTER.

Respiration. Mechanics and mechanism of breathing. Chemistry of the air. Blood corpuscles as carriers of oxygen. The body as an engine. Heat regulation. Ventilation and allied topics. Effects of intemperance on respiratory and nervous systems.

Reference: Physiology for Seventh Grade.

Making of artificial ice.

Musical instruments; studies in sound; the telephone; the ear.

Zoogeography.

References: Beddard's Zoogeography; Jordan and Heath's Animal Life; Thomson's Outline of Zoölogy.

Animal bodies as a source of commercial products.

References: Tilden and Clark's Geography of Commerce; Chisholm's Handbook of Commercial Geography; Adams's Commercial Geography.

The greenhouse. Vegetation of the tropics.

The furnace; heating by hot air, steam, hot water; dangers from fire; heating system of a large building. The steam engine.

SPRING.

Weekly summaries of nature notes. (N.) Nature Calendar.

Herbarium. Flower Calendar.

Fertilizers; plant-foods; rotation of crops. Watering the garden with a rake. Experimental studies in laboratory and garden.

References: Johnson's How Crops Feed; Johnson's How Crops Grow; Voorhee's Fertilizers; Roberts's Fertility of the Land; Bailey's Garden Making; Bailey's Principles of Agriculture;

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Illinois Bulletin, "How to Maintain the Productive Capacity of Illinois Soils."

The fairy shrimp; type of life in the temporary pond.

Reference: (N.) Pond Studies.

The rose family, from botanical and economic standpoints.

Reference: (N.) The Rose Family.

The wood warblers. Calendar of the coming and going of warblers.

References: (N.) The "Wood Warblers," Chapman's Warblers;
(N.) Northern Illinois Bird Calendar.

Poultry raising.

References: Watson's Farm Poultry; Shaler's Domesticated Animals; Farmers' Bulletins Nos. 41, 51, 200.

Lawn Decoration.

Study of the Food of Nestling Birds.

References: (N.) Schoolroom Study of a Robin's Nest; Yearbook of Dep't of Agriculture, 1900—The Food of Nestling Birds; Bulletin 55 New Hampshire College Agricultural Experiment Station. The Feeding Habits of the Chipping Sparrow; Her-
rick's Home Life of Wild Birds.

The clover family. Botanical and economic studies.

References: (N.) The Clovers and Their Relatives; Bailey's Lessons with Plants; Illinois Bulletin.—"Alfalfa."

Bee, ant and wasp; the hive; economic value of wild bees.

References: Hodge's Nature Study and Life; Comstock's How to Keep Bees; Shaler's Domesticated Animals.

Moss and fern; life histories.

Reference: (N.) The Moss and The Fern.

Garden: Experimental studies with fertilizers; radish, beets, corn, peas, cress. Canna, aster, hollyhock, heliotrope, castor-beans; care of grape vines; shrubs.

EIGHTH GRADE.

FALL.

Weekly summaries of nature notes.

Care of the garden.

Continue herbarium, collecting fall flowers.

Classification of insects, with collection. Life histories. Economic entomology.

References: Comstock's Manual; Smith's Economic Entomology; Hyatt's Insects; Shaler's Domesticated Animals.

Agassiz Society.

Write E. F. Bigelow, Stanford, Conn., for literature.

Biographical study of the great naturalists.

A study of our common fishes.

Catalogue and Course of Study.

References: (N.) A Study of the Fish; Jordon & Evermann's American Food and Game Fishes; Orton's Comparative Zoölogy; Standard Natural History, Vol. III.

The composite family.

References: (N.) The Composite Family; Bailey's Lessons with Plants.

Study of fruits; akene, berry, pome, pepo.

References: (N.) October; Bailey's Lessons with Plants; Gray's Lessons in Botany; (N.) Comparative Study of Fruits.

The dairy industry. Feeding. The silo. Milk testing.

References: Jordan's Feeding of Animals; Government and State Bulletins.

Domesticated animals: cow, horse, pig, sheep, dog. Ancestry: ecology, breeds, feeding, marketing, children's pets.

References: Leaflets published by C. M. Parker, Taylorville, Ill. Schmeil's Introduction to Zoölogy; Shaler's Domesticated Animals; (N.) The Dog.

A study of the stockyard, by-products. Utilization of waste.

Works of the Department of Agriculture and of the State Experiment Stations. See government and state reports. Farmer's Institutes.

The Corn Plant; corn judging.

Telescope and microscope; stereopticon and camera. Studies in light; reflection and refraction. Lenses. The rainbow. Study of shadows. Lunar eclipse. The eye.

Forms of lighting: the candle, oil lamp, coal gas, gasoline, acetylene, electricity, meters.

Manufacture of gas from coal.

Conservation of matter and of energy.

WINTER.

Bacteria, in arts and sciences. Surgery. Hospital. Contagious diseases, disinfectants.

Reference: Conn's Germ Life.

Emergencies. Poisons. Antidotes. Medicinal uses of plants. Alcoholic drinks and tobacco. Yeast. Alcoholic distillation.

Public health; sanitation. The sick room. Food adulteration. Methods of cooking; essentials of diet; food stuff, sources of drinking water; means of purification.

Animal parasites.

Reference: Ward's Animal Parasites.

Biographical study of great scientists.

The nervous system and special senses; effects of intemperance.

The magnet; polarity; lines of force, induced magnetism; the earth as a magnet. Applications. The electric battery. The telegraph;

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wireless telegraphy; door bell; electric light; dynamo and motor; street car. The lightning rod; the X-Ray.

SPRING.

Weekly summaries of nature notes. (N.) Nature Calendar.

Water birds. Migration phenomena. Game Laws.

References: (N.) Waders and Shore Birds; Weed and Dearborn's Birds in Their Relation to Man; Blanchan's Birds that Hunt and Are Hunted.

The pond as an ecological group. (N.) Pond Studies; Furneaux's Life in Pond and Stream.

Biological and economical study of the mosquito.

References: Hodges Nature Study and Life; Weed's The Insect World; U. S. Dep't of Agriculture, Div. of Entomology, Cir. Nos. 13, 40.

Food storage in seeds. Seed testing.

Reference: Bergen's Foundations of Botany.

Plant physiology; tropisms, plant societies.

References: McDougal's Experimental Plant Physiology; Coulter's Plant Studies; Bergen's Foundations of Botany; Atkinson's Botany; (N.) Experiments with Seedlings.

Pollination; plant breeding; experiments with corn.

References: Hodge's Nature Study and Life; Bailey's Lessons with Plants; Gibson's Blossom Hosts and Insects Guests.

The pine tree and its relatives.

References: (N.) The Christmas Tree; (N.) Light Relation in the Pine Tree.

The grasses.

References: Sargent's Corn Plants; Beal's Grasses of North America; Knobel's Grasses, Sedges and Rushes.

Field crops; corn, oats, rye, wheat, alfalfa.

References: Government and State Bulletins.

Grafting and budding of fruit trees; pruning; care of orchard.

Smuts and rusts; moulds and mushrooms; fungous diseases.

Ameliorating factors in rural life.

Garden: Old-fashioned flower garden; cosmos; forget-me-not; mignonette; foxglove; sweet william; shrubs; landscape gardening; how to plant the home gardens.

References: Keeler's Native Shrubs; Bailey's Garden Making; Ely's Plea for Hardy Plants.

MUSIC

All life development, or progress, consists in this: Becoming conscious of the deeper life within us. Of that deeper inner life, the true song truly sung, is a true exponent.

The teacher of the "spirit," the child in his spirit, the song in its spirit,—how can school-room music fail of its spiritual end as an educational factor,—as beautiful as it is positive?

"Music education demands first of all the very best of the art as a basis. There can be no compromise on this standard; but it calls for much more. The demand extends to and includes the presentation of that best in such a way that the child will learn to appreciate and to love it with an ever increasing interest and understanding."

When discussing the teaching of music, one often hears it said that the children may be so taught that they will become interested in the study of mere technical exercises, that they will learn to enjoy their sight-reading studies, and it is a well known fact that the efforts of children can be so directed and their work so stimulated that they have a kind of enjoyment in the performance of any task, independently of the real interest or advantage that it holds for them. This habit of distorting the natural interest of the child by accustoming him to be satisfied with, or at least resigned to, things that are in reality distasteful to him lies at the very source of much poor teaching; and this is especially true in regard to the teaching of music in the schools.

Let us repeat:—Art education demands the very best materials for children; but it demands, also, as equally important, that this best be presented in a way that conforms to the natural ability and ever growing powers of the child.

The first phase of music study in the early grades is imitative song-singing coupled with creative or original song-singing, which is coming to be so important a part of the child's music development. The second phase is the development of the knowledge of musical elements—intervals, length of tones, kinds of rhythm, etc.,—all of which can be worked out very definitely with the song as a basis. This second phase includes of course the application of knowledge gained, the reading of unfamiliar songs, and the mastery of new things in music as far as the children have time and power.

It will be helpful if the teacher will keep constantly in mind the thought that the music work of the school-room divides itself into two separate distinct phases,—song singing as a musical experience and song singing as a result of study, with the added thought that each phase must be properly related to the other; otherwise, the singing hour is sure to degenerate into an exercise of mere song singing without plan, method or educational principle, or, on the other hand, into the extreme or perfunctory sight-reading grind.

As issue of this attitude toward school-room music the teacher derives the following fundamental working principles:

1. Musical experience should be the beginning of musical knowledge.

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2. The child's first study should be based upon the song within his mind.
3. The best songs are the best suggestive basis for the child's training.
4. Grading songs depends upon the developing child in his musically responsive nature.

Upon these four principles we rest the following outline method-course, covering the music work from the primary to the eighth grade inclusive.

PRIMARY GRADES (first, second and lower third).

Teacher introduces herself to a roomful of primary children by singing the sweetest songs she knows in keeping with home spirit and the season of the year. Teacher sings the songs in her peculiarly best way, and again and again till she feels the children are won to her thought. "Sing with me children." "O I know another sweet song." (Treat it similarly with the children.) After the children begin to sing, the teacher's care extends to the individual. Too loud? "Oh, our sweet little song!" Too slow? "Oh, our bright little song!" Surround the songs with all possible interest, so that the children may express *themselves* as quickly as possible. "Mamma would like to hear you sing this." "Now, my children are singing as the birds do." Follow with the teacher as rapidly as possible several more short songs. Out of the demand of your songs get the guiding qualities for the child-voice,—flute-like, high, sweet, expressive. The child cannot fail in right quality if he truly expresses a song within his experience. "Isn't it fine that out of our little song-bottles we can pour so many tunes! Do you suppose if we fill our bottles well and keep the corks loose, the songs will pour out sweeter and sweeter? Why yes! Let us do it. Up, little bottles." Children sit with straight bodies, put hands about the bottom of the bottles (the diaphragm), fill bottles (breathe deeply), loosen corks (move head about to free the throat while holding the air); then let them blow out the air in various ways and finally out comes a sweet song of their own choosing. Now the teacher knows her children well enough to begin to draw upon them for song-building—merely working out song-phrase as statements of their little experiences, thus: "I saw a squirrel as I was coming to play the piano for Johnny while he sings this song." Teacher shows Johnny how to sing his song on one pitch and the children how to accompany him. In this way the teacher calls out definite rhythm, the development of which goes hand in hand with melody.

1 2 1 2 1 2 1 2

(I saw-a) (squirrel-as) (I was-coming to) (scho-ol). Vary the pitch. If the children fail to introduce another grouping then by *twos*, teacher

1 2 3 1 2 3

suggest as: (My name is) (Em-i-ly)—the children playing the piano

in this grouping by *threes*. Let children play songs they already know. At this point the rhythm exercises of Marie Hofer with ball-bouncing, paper blowing, etc., develop the rhythmic sense.

"Children, I know a pretty song—a wonderful song—a song out of which all other songs grow. You would like to hear it?" Teacher sings the scale from above downward with a sentence, as,—The rain is falling very fast. Then let the vowel O carry it down. "Now isn't that a fine little song to be in all our song-bottles? Children it is there, and when you can let it come out sweetly, you will be ready to sing many more songs well." Now comes much individual drill, the teacher feeling the responsibility for every child's ability to sing the scale. (Suggestions for help for the monotone, the nasal child, the throaty one, will be furnished gladly by the director of this department upon request). "Children, all over the world the scale is sung with these little syllables:—Do, ti, la, sol, fa, mi, ra, do. See how nicely they come out!" (Teacher emphasizes their openness in pronunciation and drills thoroughly before attempting to sing them). Then sing the down-scale by the up-scale. The chord song (Do, mi, sol, do) follows,—the teacher introducing it with a song sentiment, as, "We love to sing." Ask children to provide songs for that melody. Then drill with syllables do, mi, sol, do, emphasizing the extreme tones (octave drill); using fitting expressions, as "Birds fly" (1-8), "Rain falls" (8-1).

Now the children are ready for the staff-house with its letters, name, the clef, the bars, the grouping-picture, and the maxim. "'Do' may be anywhere." First place the scale-song and the chord-song on the staff, with "Do" in E's house first and the E sign of four sharps hung up in front of the staff house; then because "Do" may be anywhere, get another key, unlock the door, put "Do" in and hang up the new sign. This fixes the thought of "Do's" right to shift into any letter-house, but drill in key comes with the need for such shifts in the third grade and upward. Now, pitch related to the staff, length of tone related to the note, the real meaning of the upper and under figure and the signatures; lead the children out through the second and lower third grades to the discovery that songs are really pictured in this way. Beginning to read, then, in the second and third grades meets a natural desire upon the part of the child to do for himself. The work for him is outlined and furnished in the Primer of the Modern Music Course, moving from the song to its elements, as he has done from the first. In the primary grades the rote-song is pre-eminent.

Suggested Songs for Primary Grades.

Gipsy Dandelion
Squirrel's Tea
Woodpecker
Jacky Frost

}

Eleanor Smith Primer.

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Pretty Little Snow Flakes	}	Patty Hill.
Tracks in the Snow	}	Gaynor.
Easter Songs	}	Eleanor Smith, No. 2.
The Little Plant	}	Poulsson.
Robin Song	}	Gaynor, No. 1.
Shoe Makers	}	Poulsson.
Making Bread	}	
Morning Songs and Games	}	Hill, Jenks & Walker, Gaynor.
Good-by Songs	}	
Birthday Songs	}	

Additional Songs for First and Second Year.

In the Sunny Southland	}	
Skylark	}	
The Two Flowers	}	Wm. L. Tomlins.
The Bold Commander	}	
Rest, Baby, Rest	}	
Trust	}	
Luther's Cradle Hymn	}	J. R. Murrs.
Jolly Old St. Nicholas	}	
Birthday of a King	}	
Mr. Frog	}	
Bluebird	}	Neidlinger.
Little Yellow Chick	}	
Tiddley Winks	}	

Excellent desk books are:

- Earth, Sea and Sky, Neidlinger.
- Songs and Games, Clara Besson Hubbard.
- Songs of the Child World, Jessie L. Gaynor.
- Rote Song Book, American Book Company.
- Codas, Nos. 8, 13, 15, 105, Ginn & Co.

INTERMEDIATE GRADES.

1. Breathing exercises.
2. The beauty of harmony added to that of rhythm and melody.
3. Two-part work as outlined in Books 1 and 2, Modern Series.

Allow no hard and fast division of alto and soprano, as all voices should be able to take either part in these grades. Depend upon the scale with its possible chords, as by thirds, by fifths, by octaves, etc., the teacher combines alto and soprano. Continue to ask children for sentiments expressed in a song phrase, and have the children write these phrases on the staff as a means of ear, rhythm, and key drill. This fixes the necessity for definite knowledge in musical elements. Drill thoroughly on time forms and on major keys as derived from the law of the key of C. Individual song-singing should be constantly encouraged, and

all possible use should be made of songs to interpret and enliven the other branches of school work through correlation. The correlation so largely dependent upon phases of natural life, in the primary grades, now broadens to meet the children's growing experience through history, geography, etc. What such correlation can do in unifying school work cannot be overestimated. Breaking into history recitation with the material, patriotic or other fitting songs, is by no means a digression. A list of songs chosen with special reference to this end in singing is here given:

Unison songs:

F. W. Westhoff, Coda No. 272, Ginn & Co.

Steven C. Foster's Songs.

Two-part Songs, 16 songs selected for their simple harmonies on good themes, Coda 118. Ginn & Co.

Academy Song Book, Ginn & Co.

The First Violet.

Star of the Summer Night.

Addison.

Avon.

Little Tin Soldier.

Rousseau-Herbert Hymn.

GRAMMAR GRADES. (Upper sixth, seventh and eighth.)

1. Breathing exercises.
2. The special problem in these grades is that of the changing voice among boys with its consequent "I can't sing." Nothing short of fine comradeship between teacher and pupil can tide over this period that so often wrecks the possibilities for music's power in the Grammar and High School age. Have boys and girls alike understand the naturalness of this change in the boy's voice. Then bring to bear more than ever before the spirit of the song, with better possibilities in singing just ahead.
3. The introduction of the bass staff adds a third part to the intermediate-grade harmony.
4. Make use of the simpler minor modes.
5. Musical literature, especially biography, should be introduced.
6. Special programs, introducing as many musical features as are consistent with high musical standards.

Beside the technical drills already mentioned a review of Book II and the introduction of Book III of the Modern Series furnishes a basis for elemental drill. Graded music for the children of this age is here-with listed:

Patriotic Songs of America, Coda 214, Ginn & Co.

Easy Three-part Songs, Coda 213.

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Songs in Three Parts (16 songs selected from the Common School Music Reader), Coda 136.

Stephen C. Foster's Songs.

Sacred Songs Old and New, Coda 217.

Old Ballads, folk songs and sketches from operas and standard works.

The eight volumes of Franklin Square Collection make excellent desk books.

Certain songs, because of their peculiar literary or musical appeal, are suitable for all grades, and such songs are especially recommended for their unifying worth. They, of all songs, are the ones that preserve continuity of song sentiment throughout the child's life. A short list of such songs is appended.

1. America.
2. Hymn-Siloam.
3. Luther's "Cradle Hymn."
4. Neidlinger's "Birthday of a King."
5. Kuchen's "Lullaby."
6. Hayden's "Silent Night."
7. Tennyson's "Ring Out Wild Bells."
8. Memorial Day Song, "Sleep, Oh, Sleep."
9. Rousseau's Hymn, "Hush My Babe."

ADDITIONAL SONGS (for 3rd and 4th years).

E. Smith, Part 2.

1. Stars and Daisies.

Gaynor, No. 1.

2. Froggies' Swimming School.

Jenks & Walker.

3. Come Little Leaves.

E. Smith, Book 1.

4. Wing Song.

Gaynor, No. 1.

5. Brownies Dance.

Gaynor, Songs and Scissors.

6. Chrysanthemum Show.

Gaynor, No. 1.

7. Harvest of Squirrel and Honey Bee.

Gaynor, No. 2.

8. Thanksgiving Song.

9. Christmas Song.

Plan Book.

10. By the North Pole.

11. In Little January.

Gaynor, No. 1.

12. Valentine Songs.

Barnes.

13. Many Flags in Many Lands.

Gaynor, No. 1.

14. Blacksmith Song.

15. Easter Song.

16. Robin Song.

Knowlton.

17. Rollicking Robin.

Gaynor, No. 2.

18. Woodpecker.

19. Sparrow Song.

20. Bobolink.

Knowlton.

21. May Song.

Barnes.

22. May Flags.

23. America.

24. Battle Hymn of Republic.

Gaynor, Hill, Knowlton, Jenks & Walker.

25. Good Morning Songs.

26. Good Bye Songs.

27. Devotional Songs.

DRAWING.

Since "drawing is a universal language" it is essential that every child shall be thoroughly equipped with the means of this mode of expression. By the time he graduates from the high school he should be able to express his ideas as freely, though perhaps not as well, with his pencil, brush, or whatever medium he desires, as with the spoken language. In order that this may be true the child's vocabulary must be added to year by year as he progresses in his other school work.

The following is a suggested development of the four lines of work. Through the grades special attention is paid to the choice, size, and shape of paper for the sketches to be made, the placing upon the paper, the arrangement of flowers in the room, the bulletin board, and the mounting of sketches and pictures.

1. CONSTRUCTIVE DESIGN.

All constructive design is related to the manual arts.

Grade I.—Draw plans of work already made in the construction period.

Grade II.—Draw plans without measurements. These are to be used in the construction.

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Grade III.—Plans made free hand and with rules full size.

Grade IV.—Plans made to the scale $\frac{1}{2}"=1"$ when necessary. Study of curves in connection with designs for baskets and pottery.

Grade V.—Scale $\frac{1}{4}"=1"$. A more careful study of beautiful curves.

Grade VI.—The use of kit, T square, triangles, and compass. Working drawings with terms front, top, and end views. Any scale used.

Grades VII and VIII.—As the constructions become more complicated the working drawings must also. These may be inked in the eighth grade. Especial attention should be paid to beauty in proportions and lines.

2. DECORATIVE DESIGN.

The decorative design throughout the grades is related to the work in manual training.

Grade I.—Simple stencil borders made by paper cutting. Stick laying.

Grade II.—Stencil borders having definitely planned corners made by paper cutting. Stencil surfaces also made by paper cutting and folding.

Grade III.—Paper folded and cut on the outside, making units. These are traced and water color used.

Grade IV.—Use of squared paper in getting border and surface arrangements. Units made from plant forms.

Grade V.—Arrangement of plant forms within definite shapes.

Grade VI.—Rosettes from plant forms. Study of the structural lines of the object to be decorated.

Grades VII and VIII.—The motif and method suited to the problem.

3. REPRESENTATION.

A. LANDSCAPE.

B. NATURE DRAWING.

C. OBJECT DRAWING.

D. POSE DRAWING.

Grade I.—A. Land and sky. B. Line of growth. C. Much free, spontaneous, illustrative work in connection with out-of-door sports and literature. Aim to have the sketches recognizable. D. General direction and action.

Grade II.—A. Clouds in the sky and distant hills. B. Angle of branching. C. In illustrative work pay especial attention to general proportions. D. Angles of parts. Action of whole.

Grade III.—A. Paths. B, C. and D. Relative sizes of parts with their positions.

Grade IV.—A. Bodies of water. B, C, D. Characteristic views to be chosen. Distinctive shape and proportions.

Grade V.—A. Trees in foreground. B. Study of trees. C. Elements of a picture—object, foreground, background. Spherical and hemispherical objects. Grouping. D. Relation of parts to whole. Action in parts.

Catalogue and Course of Study.

- Grade VI.—A. Sunset. Translation of black and white reproductions into color. B. Study of details, as single leaves in various positions, nodes of plants, etc. C. Effect of foreshortening in hemispherical, cylindrical and conical objects. Grouping. D. Study of details, as heads, hands, feet.
- Grade VII.—Details may be added, such as birds flying through the air. B. Plant composition. C. Effect of foreshortening upon rectangular objects. D. Foreshortening of parts when body is in different positions.
- Grade VIII.—A. Houses. B. Plant composition with decorative coloring. C. The use of invisible edges. Axes and diagonals. Out-of-door sketching. D. Face in different positions.

PHYSICAL TRAINING.

FOR THE PUPILS IN THE TRAINING SCHOOL.

AIM—

1. To develop and maintain good health and counteract many of the ills of school-room environment.
2. To stimulate a desire to acquire greater strength, properly distributed, and to correct any personal defects which may have arisen from neglect or misuse of physical powers.
3. To develop self-control, self-reliance, attention, concentration of thought and dexterity, laying basis for successful manual as well as mental and moral training.
4. To develop rhythm and co-ordination that will produce a natural and unconscious grace of movement.
5. To develop a symmetrical body under the perfect control of the will.
6. To make the subject of physical training in the school-room attractive to the pupil, furnishing him with recreation and rest through change of activity and the sense of exhilaration afforded by the exercise.

Method:—

A lesson daily, graded according to the physical and mental powers of the pupil.

These lessons consist of exercises from the Swedish system of gymnastics, games, motion songs, marching, military tactics, fancy steps, Indian clubs, wands, bean-bags, dumb bells, hoops and such combination of movements as are adapted to the age and surroundings of the child.

COURSE IN MANUAL ARTS.

This course proposes to take a few important industries that lend themselves readily to elementary work, and to make a somewhat intensive, sustained study of them, adapting their steps of progress to the progress of the children's work.

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The plans for the first and second grades are the outgrowth of a conviction that while a large amount of paper cutting and folding, stick laying and work at the sand table are valuable from the standpoint of enriching the child's experience and of adding interest, they cannot be justified from the standpoint of construction.

Activities more definitely purposeful and preparatory to those which are to follow are suggested for the time given to construction.

Hence the course simply removes this work from the construction period and uses it as seat work and in connection with the other subjects.

FIRST GRADE.

I. Building.

a. Materials—Blocks:

Cubes 1", 2".

Oblong or prisms 1"x1"x2".

1"x1"x3", 1"x2"x2", 1"x2"x3".

Triangular prisms from

1" and 2" cubes, and from sq. prisms.

1"x1"x3", 6", 8", 12".

Thin strips, 2", 3", 4", 6"x8", 12", 16", 24".

Cylinders 1" and 2"x6".

b. Houses, railroads, bridges, forts, walks.

c. In case of the house problem, the children experiment with the blocks, building foundations and floors.

d. Drawings from these are made by the children in the art work.

e. Building of walls and putting on roofs.

f. From finished houses, children make drawings of front and side.

g. One large building, which is to be more permanent, is built by groups in succession. While this house is in progress each child works out an individual house problem.

II. Bookbinding.

a. Portfolio.

Made of two pieces of heavy paper, one being one-half inch wider and one inch longer than the other. The smaller is placed on top of the larger with long edges even on one side; the projecting edges are turned and pasted.

A portfolio is made each term but with such modifications as to make it a new problem each time.

b. The Homebook.

Made from manila sheets 9"x12" with colored covers. Two holes punctured on short side. Tied with single cord.

c. Nature or Sketch Book.

A simple folio with colored paper cover, three punctures, tied with single cord.

- d. Fairy Book.
- e. Large Language Book.
- f. Scrapbook.
- III. Clay Modeling.
 - a. Marbles, beads, for number work.
 - b. Vegetables for grocery store, for number work.
 - c. Fruits and candies for confectionery store, for number work.
 - d. Dishes for china store, for number work.
 - e. Illustration of stories involving animal and human forms.
- IV. Textiles.
 - a. Looping with Macrame cord—reins, curtain holders.
 - b. Rugs for doll houses.
 - Woven of outing flannel on wooden frames. Simple stripe designs. Sizes, proportions, and color planned by children in their art work.
 - c. Holders.
 - Cross stitching on large checked gingham or on burlap of designs planned by children.

SECOND GRADE.

- I. Building.
 - a. Planning a one-story house.
 - b. Foundation plans are made on paper by children, and then transferred to the blackboard. Class chooses best and modifies it if, after discussion, it appears necessary. In the case of the house problem, attention is given to ventilation and proper placing of doors and windows.
 - c. Plans for front and side are prepared as in b. The plans are worked out at the drawing period under the direction of the art instructor.
 - d. Building with bricks made by the children. See Modeling.
- II. Bookbinding.
 - a. Making of cardboard foot and yard rulers, 1", 2" and 3" squares, and rectangles of various sizes, for use in number work.
 - b. Portfolio.
 - Made with flap from one piece of tough paper, by marking sixteen rectangles and cutting out the corner ones.
 - A new portfolio is made each term but is so modified as to make a new problem each term.
 - c. Spelling Book.
 - Single leaves, covered with separate light boards which are bound in cover paper with only turn overs pasted, and lined with allover pattern prepared by the children. Tied with cord by Japanese method. Sizes, proportions and color combinations planned out in art work.

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d. Language Book.

Single leaves covered with one piece of crash or burlap, finishing edges and working design with coarse thread. Colored end paper. Tied with heavy cord.

e. Scrapbook.

Made of simple folios, covered with folio of heavy bristol board, reinforced at back with strip of book cloth, and sewed with five punctures with double cord. Sizes, proportions and color schemes planned in art work.

f. Number Note Book.

g. Robinson Crusoe Book.

h. Hiawatha Book.

III. Clay Modeling.

a. Making of bricks for house. Red clay is molded into forms made by older children.

b. Dishes, vegetables, and bakery goods are made for sales in connection with the arithmetic work.

c. Lamps, dishes, and cooking utensils of Robinson Crusoe are made in connection with this story, and attempts made to fire them.

IV. Textiles.

a. Weaving marble bags of one piece, with one color of warp and another of weft. Looms made by children.

b. Weaving school bag of coarse soft cord. Cotton roving. Stripe design. Plan of same size and color as bag made by the children in the art class and followed in weaving.

In connection with the second grade study of Hiawatha the children make wigwams, cradles, moccasins, and canoes. In connection with the Robinson Crusoe Story, they make tables, chairs, flails, sieves, boats, ladder and charcoal.

THIRD GRADE.

The good of the active, rapidly growing children in the Third Grade demands more vigorous activities and more difficult tasks.

Furthermore, the children really want just such tasks as are here suggested, and the joy they get out of the effort and the satisfaction and increased power they feel at its completion, justify the undertaking.

I. Building.

The following are made from plans prepared by the children in the art work:

a. Sled.

b. Cart box.

c. Bird house.

d. Forms for second grade brick making.

e. Loom for sofa pillow cover.

The ruler, try-square, hammer and brace and bit are used in these problems.

II. Bookbinding.

a. Spelling Book.

Single leaves with separate boards. Boards are covered in half or full book cloth. Top board is cut into two parts, leaving a $\frac{3}{4}$ " piece at back, thus making a flexible joint. Tied through two punctures with heavy cord. Paste down end cover used for decoration in art work.

b. Literature illustration book cover.

Half cloth. Short boards, leaving wide, limp back of book cloth. Three punctures cut through and tied with heavy cord. Proportions and color scheme planned in connection with art work.

c. Portfolio.

Made with flap, from one piece of oak-tag. Marked into sixteen rectangles, the corner ones being cut out. The corners of flap and ends may be modified to suit the individual taste and made to resemble an envelope.

d. Nature Notebook.

Single folios of paper sewed with five punctures. Covered with half cloth, the cover being made separately and laid on, using the first and last leaves as paste-downs. Marbled boards. Covers and end papers used as problems in decoration.

e. Number Note Book.

f. Scrapbook.

III. Clay Modeling.

a. Small flower pots.

These are to be fired and used in school in connection with plants and bulbs.

b. Vases for dried grasses.

The above are made from designs planned by children.

c. Modeling in relief. Children posing.

d. Casts of children's work.

IV. Textiles.

a. Begin coil of raffia over raffia for mats and small baskets. Shapes and simple designs planned in the art work.

b. Sofa Pillow Top.

Woven of cotton roving on looms made by children. Designs prepared in art work.

In connection with the reading of *The Cave Men*, skin cradles, covers for water bottles, splints for baskets, splint mats in various designs, and pads to protect the forehead, are made by the children.

The Horn Book is made in connection with the story of the early schools of this country.

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FOURTH GRADE.

I. Bookbinding.

a. Portfolio.

Made of heavy cover paper, with end pieces of book cloth folded so as to allow for increasing or decreasing of thickness of portfolio. Modified to suit individual.

A portfolio is made each term but with such modifications as to make it a new problem.

b. Nature Book. One section.

Full sheets folded and cut to proper size. Sewed with five punctures. Bound in half cloth. Boards laid on before binding. First and last leaves of section used as paste-downs. Cover design worked out in art class.

c. Geography and History Notebook.

More than one section. Paper folded and cut as in b. Bound in full paper—boards bound separately and laid on. Introduction of colored end papers. Sewed in cheap commercial style—through all sections with seven punctures. Covers and end papers used as problems in design.

d. Arithmetic Notebook.

e. Literature Notebook.

f. Re-cover. Some school book or book of the child. New super put on. New end papers tipped in. Cover bound separately in half or full cloth.

II. Textiles. In the following, the size, shapes, and designs are planned in the art work:

a. Solid raffia basket with varied stitches and more complicated design.

b. Raffia and reed basket. Combination of stitches and more difficult shape and design.

c. Weaving piece of cloth of finer texture and more complicated design.

III. Pottery. Coil building.

a. Relief modeling of vegetable and animal forms.

b. Tea-tile—incised decoration.

c. Paper weight—relief decorations.

d. Small undecorated bowl.

e. Larger bowl with border design.

All of the above are preceded by constructive and decorative designs worked out in the art department.

IV. Building. Bird House.

FIFTH GRADE.

I. Bookbinding.

a. Portfolio. Same as in Fourth Grade. Modifications by pupils.

b. Desk blotter pad—leather corners.

c. Rebind book from Library.

1. Cutting off old covers.
2. Cutting apart the sections.
3. Mending and guarding torn folios.
4. Sewing with five or seven punctures, kettlestitches.
5. Half cloth, single boards. Case binding.
6. Gluing back and putting on cover.

All constructive and decorative design in above are worked out in the art department.

II. Textiles.

- a. Basketry. Baskets of raffia and reed—more difficult shape and stitches and more complicated designs.
- b. Weaving. Larger pieces of cloth of finer threads and more difficult in design.

III. Pottery.

- a. Candle-stick.
- b. Small fernery with border design.
- c. Inkstand.

The story of the Potter, and the early history and methods are made subject of study, and the Potter's wheel is brought into use to give the commercial aspect of the work. In all of the problems in pottery, the shapes and designs are worked out in connection with the art work.

SIXTH GRADE.

- I. Woodwork. It is assumed that the course in Woodwork that requires a maximum of independent thought on the part of the pupil and a minimum of dictation from the teacher is the best. Hence, the plan here suggested is that the teacher, keeping in mind the interests of the pupil, suggest in general terms (specifying particular features or constructions desired) the problem for some specific purpose. On the basis of this suggestion, the pupils make free-hand sketches in the drawing classes, showing their individual ideas of such a project and indicating roughly the scheme of decoration. Then in conference with the Drawing and Manual Training teachers they eliminate such impractical and undesirable features as may be found in their sketches. From these sketches, simple working drawings are made for use in the shop, and methods of construction, suitability of materials, decoration, and finish are discussed.

All this precedes and prepares the way for the actual work with materials, so that the pupil goes about his construction with a workmanlike spirit and intelligence.

The following are types suggested for the Sixth Grade. They require simple squaring by use of the plane, try-square, gauge, and knife, and the simple assembling of parts by use of hammer and nails.

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- a. Key rack.
- b. Tea-pot stand. Simple cross for support.
- c. Bird house.
- d. Sled.

II. Bookbinding.

All constructive and decorative design in the following problems are worked out in art department.

- a. Portfolio.
- b. Bind from original sheets some small book like "He Knew Lincoln," "A Perfect Tribute," "A Man Without a Country," etc. Sew with five or seven punctures. Kettlestitches. Glued back. Case binding as in B Grade Six. Half or full cloth.
- c. Decorative binding.

Rebind one of pupil's own books. Sew on tapes, ribbons, or strips of leather with fancy thread in decorative stitches. Tapes laced through boards and tied at foreedge. End papers pasted down to cover tapes inside covers. Tapes and stitches left exposed at back.

Pottery.

- a. Vase with relief or inlaid decorations.
- b. Cracker jar with cover.
- c. Firing.
- d. Preparation and application of glazes in a and b.
- e. Glaze firing.
- f. Making and use of simple molds.

SEVENTH GRADE.

- I. Woodwork. See introductory in 1, Grade Six. Discussion of tools and their uses, and of various common woods and the methods in their preparation for the market, etc. By proper arrangement, this work can be largely covered in connection with Nature Study or Industrial and Commercial Geography.

- a. Box—simple butt joints, and top board for lid.
- b. Inkstand and stationery holder.

The following types are suggested for Seventh Grade:

- c. Book rack.
- d. Woven cane top stool—dowel rods for cross pieces.
- e. Individual projects of pupil's suggestion.

II. Bookbinding.

- a. Portfolio.
- b. Limp leather binding. Bind or rebind pupil's book in one piece of velvet or ooze sheep. Sewed on tapes or with kettlestitches. Cover used as problem in design in connection with art work.

- c. Decorative binding. Blank book, or magazines. Sewed on colored tapes or leather. Tapes laced into covers. Back uncovered.

EIGHTH GRADE.

- I. Woodwork. See introductory in 1, Grade Six. Discussion of tools, woods, lumbering and allied industries continued. Finish and the preparation and use of stains are also discussed.

The following are types suggested for the Eighth Grade:

- a. Taboret—mortise and tenon construction.
- b. Pedestal for student lamp.
- c. Drawing board.
- d. T square.
- e. Picture frame.
- f. Waste paper stand.
- g. Small table.

General. Individual and group problems are encouraged. Problems arising from the needs of the school are used to much advantage. Frames, screens, stands, tables, shelves, etc.

- II. Bookbinding. Constructive and decorative design are made in the art work.

- a. Portfolio. Three part cover in three-fourths leather.
- b. Bind or rebind book in three-fourths leather. Sewed on tapes Double boards. French joint. Backed and rounded. Head cut and colored. Colored head band. Boards glued on before leather back and cover papers are put on. Typical library binding.
- c. Book for mounting drawings and pictures. Made after style of scrapbooks. Sewed all along or on tapes. Heavy or double boards. Bound in half or three-fourths morocco.

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STUDENT TEACHERS 1911-12

One "assistant" credit is given for teaching one hour a day for one term. Three "assistant" credits are given for aiding in the charge of a room for one-half of each day for one term. "Room" credits are given for room charge for one-half of each day for one term.

Name	Ass't Credits	Room Credits	Name	Ass't Credits	Room Credits
Allen, Beulah	3	3	Eldridge, Lillian	3	3
Anderson, Elizabeth	3	3	Eldridge, Loyal	3	3
Anderson, Edith	3	3	Englebrecht, Mabel	3	3
Augustine, Marie	3	3	Fedou, Bess	3	3
Baldwin, Genevieve	3	3	Fleming, Austa	3	
Ballard, Ethel	3		Forsberg, Lillian		3
Bapst, Berenice	3	3	Froelich, Adella	3	
Bartlett, Mary E.		3	Gabel, Otto	3	3
Bender, Lola	3	3	George, Carrie	3	3
Bennett, Myrtle	3		Ghilain Marie	3	3
Blackman, Fannie Rae	3		Glanville, Rae		3
Berg, Lucile	3	3	Gleason, Margaret	3	3
Blagden, Helen	3	3	Graves, Ruth	3	3
Boyce, Inez	3	3	Gray, Zoe	3	3
Bowler, Ella J		3	Griffith, Enida		3
Bradstreet, Eloise	3	3	Hale, Althea		3
Brown, Ethel	3	3	Hamilton, Edith	3	3
Burke, Josie	4	3	Handley, Ethel	3	3
Butler, Bessie	3	3	Harrer, Lydia	3	3
Carbary, Anna	3	3	Hartman, Nellie	3	
Chapman, Thomas	3	3	Havens, Bertha	3	3
Clark, Emelyn	3	3	Haygreen, Maude	3	3
Cockfield, Marjorie		3	Haynes, Iona	3	3
Cole, David	3	3	Hill, Pauline	3	
Coleman, Ray	3	3	Hitchcock, Helen	3	3
Cramer, Bertha		3	Hitchcock, Frances	3	3
Davidson, Charlotte	3	3	Holbrook, Ida	3	3
De Gerald, Florence	3		Holmgren, Ethel	3	3
Dennis, Myrtle	3	3	Howes, Myrtle		3
Durand, Marion	3	3	Hueber, Maude	3	3
Dysart, Lois	3	3	Hull, Vera	3	
Ekeberg, Effie	3	3	Humphrey, Cecil	3	3
Ekvall, Mae	3	3	Hutchins, Marguerite	3	3

Catalogue and Course of Study.

Name	Ass't	Room	Name	Ass't	Room
	Credits	Credits		Credits	Credits
Isaacson, Violet	3		Pittaway, Lois		3
Jeanblanc, Ivo	3		Randall, Olive	3	3
Jenkins, Walter	3		Raup, Esther	3	3
Johnson, Edna L.	3	3	Reber, Besse	3	3
Johnson, Mae N.	3	3	Reynolds, Laurette	3	3
Johnson, Nina		3	Rings, Grace	3	3
Joiner, Vera	3	3	Schall, Berenice	3	3
Jones, Emily	3	3	Schell, Lillian		3
Kays, Lora		3	Schoenholz, Julia		3
Kavanagh, Helen	3	3	Sheap, Harriet	3	3
Kent, Orla	3		Siegele, Frances	3	3
Kelso, Mildred		3	Skinner, Beryl	3	3
Keyes, Ethel		3	Slater, Ruth	3	3
Kiester, Alta	3		Small, B. Mae		3
Kilker, Gertrude	3	3	Speaker, Edna	3	3
Kliber, Elsie	3		Squire, Pauline	3	
Koch, Marjorie	3	3	Stanbury, Eva		3
Kuehl, Dora	3	3	Stein, Marguerite	3	3
Lawlor, Agnes	3	3	Sullivan, Theresa	3	
Loftus, Jessie	3		Sweet, James	3	
Love, Louise	3	3	Tiffany, Daisy	3	
Lowery, Erma	3	3	Toenniges, Frederika	3	
Lucas, Goldie	3	3	Treadwell, Mrs. Myrtle	3	
Lye, Ruth		3	Tindall, Laura	3	3
Lyster, Grace	3	3	Valentine, Vivian	3	3
Mason, Bess	3	3	Vaughn, Frances	3	3
McClain, Hazel	3	3	Vernor, Genevieve	3	
McConaughy, Ada		3	Walters, Inez	3	3
Miller, Neva B.		3	Wendling, Elsie		3
Minssen, Herman	3		Wheeler, Ethel	3	3
Mon, Ora May	3		Wheeler, Grace	3	3
Moon, Paul		3	Whiting, Thirza	3	3
Murray, Ruth	3	3	Whiting, Ivan	3	
Myers, Jessie	3	3	Whitmore, Eugene	3	
Nelson, Elsie	3	3	Whitten, Jennie		3
Nelson, Ora	3	3	Williams, Florence	3	3
Patten, Barbara		3	Williams, Mary	1½	
Peters, Florentine	3	3	Wing, Orion	3	3
Peters, Theresa	3	3	Wollensak, Florence	3	3
Peterson, Bena	3	3	Worsley, Maude	3	3
Peterson, Irving	3		Wright, Harold	3	3

The Northern Illinois State Normal School.

SPECIAL STUDENTS

Name	County	Town
Anderson, John Magnus	DeKalb	DeKalb
Anderson, Lillie Theresa	Ogle	Rochelle
Barton, Henry	DeKalb	Malta
Gray, Zoe	Jo Daviess	Warren
Hadley, Charles Joe	DeKalb	DeKalb
Hill, Pauline Naomi	Kendall	Yorkville
Rykert, George L.....	DeKalb	Sycamore
Tiffy, Daisy Anne	(Missouri)	Clinton
Warburg, Roy Otto.....	Lee	Lee
Williamson, Agnes Jane.....	Carroll	Mt. Carroll
Worthington, Frances	Winnebago	Rockford

Seniors of 1912

One-Year Course

Whiting, Ivan	Winnebago	Roscoe
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Two-Year Course in Vocal Music

Miller, Neva Louise	Ogle	Polo
Treadwell, Mrs. Myrtle	Kane	Elgin

Two-Year Course for Teachers of Drawing

Clark, Emelyn Jane.....	LaSalle	Mendota
Davidson, Charlotte Mae	Ogle	Polo
Keyes, Ethel Abigail	DeKalb	DeKalb
Williams, Florence Elizabeth	Winnebago	Rockford

Two-Year Course in Preparation for Teaching of Domestic Science

Blagden, Helen Louise.....	DeKalb	Sycamore
Boyce, Inez May	DeKalb	DeKalb
Cockfield, Marjorie	Cook	Oak Park
Griffith, Enida Lorena.....	Putnam	McNabb
Kays, Lora Grace	Putnam	Magnolia
Kelso, Mildred Anna	Cook	Chicago
Patten, Barbara Annette	Cook	Wilmette
Pittaway, Lois Isabel	(Pennsylvania)	North Gerard
Schell, Lillian Katherine	Ogle	Polo

Two-Year Course

Anderson, Edith Victoria	Rock Island	Moline
Anderson, Jennie Elizabeth	DeKalb	DeKalb
Baldwin, Genevieve	DeKalb	Genoa
Bapst, Coila Berenice	Kane	Batavia
Berg, Lucile Vendome	Cook	Oak Park

Catalogue and Course of Study.

Name	County	Town
Brown, Ethel Ann	Cook	Oak Park
Butler, Bessie Belle	Lake	Libertyville
Carbary, Anna Elizabeth	Kane	Elgin
Cassels, Mae	Cook	Chicago
Chapman, Thomas White	Boone	Belvidere
Coleman, Ray Emery	Henry	Geneseo
Dennis, Myrtle Theresa	DeKalb	DeKalb
Durand, Marion Belle	Boone	Belvidere
Dysart, Evelyn Lois	DeKalb	Sycamore
Ekeberg, Effie Eleanora	Kane	Aurora
Ekvall, Mae Winnifred	Kane	Gilberts
Eldridge, Lillian Mary	DeKalb	DeKalb
Englebrecht, Mabel Angeline	Kane	Elgin
Fedou, Bess Alice	Kane	Elgin
Gabel, Otto Jacob	DeKalb	Shabbona
George, Carrie Beulah	Kane	Batavia
Graves, Ruth Wallace	DeKalb	Hinckley
Handley, Ethel Mae	Cook	Chicago
Harrer, Lydia Bernadine	Cook	Evanston
Haygreen, Maude Pauline	Kane	Burlington
Hitchcock, Frances Lillian	Cook	Oak Park
Hitchcock, Helen Avery	Cook	Oak Park
Holbrook, Ida Belle	Whitside	Sterling
Holmgren, Ethel Caroline	DeKalb	DeKalb
Hueber, Maude Mae	DeKalb	Malta
Humphrey, Cecil	Henry	Geneseo
Johnson, Edna Lois	DeKalb	DeKalb
Johnson, Nina Belinda	McHenry	Nunda
Joiner, Mary Vera	Ogle	Polo
Jones, Emily Harrington	LaSalle	Streator
Kavanagh, Helen Cecelia	DuPage	Lombard
Koch, Marjorie Booth	Tazewell	Pekin
Love, Laura Louise	DeKalb	DeKalb
Lowery, Erma Ruth	Kane	Maple Park
Lyster, Grace Almina	Cook	Harvey
McClain, Hazel Aldia	Kane	Elgin
McConaughy, Ada Jane	Ogle	Rochelle
Mason, Hazel Bessie	DeKalb	Sycamore
Murray, Ruth Edna	Whiteside	Rock Falls
Myers, Jessie Irene	Cook	Chicago
Nelson, Elsie Cicerian	Cook	Berwyn
Nelson, Ora Augusta	DeKalb	DeKalb
Peters, Florentine Bertha	McHenry	Marengo
Peters, Margaret Theresa	Lake	Highland Park

The Northern Illinois State Normal School.

Name	County	Town
Peterson, Bena Marie	Bureau	Princeton
Randall, Olive Maud	Kane	Aurora
Reynolds, E. Laurretta	Lee	Dixon
Shager, Alta May	(Wisconsin)	Sharon
Siegele, Frances Mary	Cook	Evanston
Skinner, Beryl Ada	Kane	Elgin
Slater, Ruth	DeKalb	Genoa
Speaker, Edna Lynne	McHenry	Richmond
Stein, Marguerite	DeKalb	Shabbona
Thompson, Katherine A.	Jo Daviess	Apple River
Townley, George Frank	Bureau	Ladd
Valentine, Vivian Zella	Carroll	Lanark
Walters, Inez May	Kane	Aurora
Wendling, Elsie Amelia	Cook	Wheeling
Wheeler, Ethel Hope	Lake	Libertyville
Wheeler, Grace Lillian	Lake	Libertyville
Whiting, Thirza Beatrice	Winnebago	Roscoe
Wing, Orion Nicholai	Boone	Capron
Worsley, Maude Ellen	Kendall	Oswego

Three-Year Course

Bender, Lola Florette	Stephenson	Kent
Burke, Josie Walsh	Winnebago	Rockford
Gleason, Margaret	DeKalb	DeKalb
Hale, Althea Mae	Stephenson	Orangeville
Hamilton, Edith Lavancha	Winnebago	Durand
Havens, Bertha Viola	DeKalb	Cortland
Haynes, Ancis Iona	Will	New Lenox
Hutchins, Marguerite Mary	Winnebago	Roscoe
Johnson, Nellie Mae	Winnebago	Durand
Kilker, Gertrude Luella	Ogle	Egan
Kuehl, Dora Belle	Kane	Burlington
Lawlor, Agnes Cecelia	Will	Manhattan
Ledford, Denton	Saline	Harrisburg
Raup, Esther	Ogle	Monroe Center
Reber, Bessie Ann	Ogle	Leaf River
Rings, Grace Annie	LaSalle	Marseilles
Schoenholz, Julia May	Lee	Scarboro
Smith, Mabel Marie	Winnebago	Rockford
Small, Birdie Mae	McHenry	Ringwood
Stanbury, Eva	Ogle	Holcomb
Studer, Emma Elizabeth	Lake	Gurnee
Wollensak, Florence Pauline	DeKalb	Sycamore

Catalogue and Course of Study.

Four-Year Course

Name	County	Town
Ghilain, Marie	Will	Braidwood
Lucas, Goldie	DeKalb	Clare

Students in the Two-Year Course in Manual Arts

Baker, William Rice.....	Winnebago	Rockford
Wirick, Jean Paul	Lee	Nachusa

Students in the Two-Year Art Course

Love, Jessie Ruth	DeKalb	DeKalb
Mahaffy, Grace	DeKalb	DeKalb
Moore, Mary	DeKalb	DeKalb

Students in the Two-Year Course in Vocal Music

Benson, Lillian Luella	DeKalb	Kirkland
Jenkins, Jennie Gertrude	DeKalb	DeKalb
Place, Vida Alma	Winnebago	Durand

Students in the Two-Year Course in Domestic Science

Aberg, Jennie Matina	DeKalb	Sycamore
Caton, Miriam Esther	Kane	Aurora
Heath, Ruth Eldora	DeKalb	DeKalb
Knudsen, Julie Betty	Kane	St. Charles
Larson, Elsie F.	Cook	Austin
McConaughy, Editha Jane	Ogle	Rochelle
Richmond, Jean	DeKalb	Waterman
Root, Lilly Irene	DeKalb	Sycamore
Selter, Alberta	DuPage	Downers Grove
Smith, Gladys L.	Ogle	Rochelle
Worcester, Lenora	Ogle	Monroe Center

Students Who Have Finished More Than One Year in the Two-Year Course

Adams, Ruby Gertrude.....	Winnebago	Rockford
Augustine, Marie B.....	Kane	Batavia
Barry, Elizabeth P.....	Jo Daviess.....	Galena
Boswell, Louise L.....	Iroquois	Loda
Bowler, Ella J.....	Ogle	Rochelle
*Bradstreet, Anna Eloise	Ogle	Byron
Chase, Anna Belle	DeKalb	DeKalb
DeWitt, Bessie Amy	Winnebago	Rockford
Duers, Margaret May	Lake	Wauconda
Eldridge, Loyal	DeKalb	DeKalb
Froelich, Adella May	DuPage	West Chicago
Glanville, Rae Myra	DeKalb	Sycamore

*Died April 1, 1912.

The Northern Illinois State Normal School.

Name	County	Town
Love, Alta Gertrude	DeKalb	DeKalb
Lye, Ruth Hazel	Kendall	Plano
McNeil, Bessie Ermina	Whiteside	Rock Falls
Powell, Jennie Alberta	Kane	Big Rock
Sheap, Harriet	Lee	Franklin Grove
Squire, Pauline Geraldine	Carroll	Savanna
Sweet, James William	Ogle	Polo
Tindall, Laura Alma	DeKalb	Kirkland
Toenniges, Frederika Josephine ...	DeKalb	DeKalb
Wright, Harold Grant	DeKalb	Rollo

Students Who Have Finished One Year in the Two-Year Course

Adams, Hawthorne D....	Cook	Riverside
Alden, Mrs. Nellie Weale	DeKalb	DeKalb
Anderson, Clara Loulse	Kane	Elgin
Anderson, Florence Irene	DeKalb	Genoa
Anderson, Mabel C... ..	Kane	Batavia
Bailey, Eloise Virginia	Kane	Elgin
Ballard, Ethel Emily	Kane	Aurora
Bates, Ivy Rose	DeKalb	DeKalb
Bemis, Nellie Mae	DeKalb	DeKalb
Blackman, Fannie Rae	Ogle	Rochelle
Brashears, James Fay	(Missouri)	Hannibal
Bristow, Louise	DeKalb	DeKalb
Burke, Anna Loretto	Lake	Waukegan
Burke, Louise Mary	Lake	Waukegan
Buzzell, Florence Amelia	DeKalb	Sycamore
Chapman, Herma Lucile	DeKalb	DeKalb
Clark, Bayard Hand	DeKalb	DeKalb
Clinch, Mildred Mae	Kane	Hampshire
Cummings, Rachel Harriet	Winnebago	Rockford
Cunningham, Mary Margaret	Will	Joliet
Dadds, Anna Mae	DeKalb	DeKalb
DeWolf, Blanche Lucile	Boone	Belvidere
Donovan, Agnes Mae	DeKalb	DeKalb
Emmons, Lula Zoe	Whiteside	Rock Falls
Fitzgerald, Edna May	(Montana)	Bozeman
Foy, Mary Emma	Henry	Geneseo
Fritz, Norma Luverne	Whiteside	Rock Falls
Halsey, Lydia Pearl	Winnebago	Pecatonica
Hayward, Marion F.....	(Wisconsin)	Beloit
Heath, Hazel Iva	Winnebago	Rockford
Hogan, Irene Cecelia	LaSalle	Seneca
Hoy, Mabelle Alice	DuPage	Naperville

Catalogue and Course of Study.

Name	County	Town
Hull, Vera Edna	Kane	Aurora
Isaacson, Violet J.	Winnebago	Rockford
Jenkins, Walter Lott	DeKalb	DeKalb
Johnson, Esther Adina	Kane	Wasco
Johnson, Lillie Amanda	Will	Joliet
Jones, Helen Catherine	Ogle	Egan
Kelley, Marion Fern	Kane	Elgin
Kent, Orla Gertrude	Kane	Aurora
Kiester, Alta Mae	Boone	Garden Prairie
King, Edna Jeanette	DeKalb	Genoa
Lascelles, Robert John	Boone	Capron
Loftus, Jessie Emily	Kane	Aurora
Lyster, Mabel Eliza	Cook	Harvey
Mack, Grace Sarah	Ogle	Oregon
Mann, Mrs. Martha	Kane	Burlington
Mercer, Mildred Lucile	DeKalb	Waterman
Morris, Helen Hortense	Ogle	Rochelle
Olsten, Hazel	DeKalb	DeKalb
Penning, Lillie Pauline	Boone	Belvidere
Peterson, Irving Leonard	DeKalb	DeKalb
Phelps, Ruth Caroline	Cook	Oak Park
Potter, Florence Rose	DeKalb	Waterman
Raue, Ethel Anne	McHenry	North Crystal Lake
Roefer, Melita	Kane	Elgin
Sabin, Marie	DeKalb	Sycamore
Sawyer, Eva Caroline	DeKalb	Shabbona
Schall, Berenice Genevieve	Henry	Geneseo
Schmertman, Anna Lou	Stephenson	Freeport
Shepard, Ruth Elizabeth	Cook	Oak Park
Siewert, Rosa Thea	Kane	Aurora
Smith, Ida Ruth	Stephenson	Cedarville
Thomas, Lucy	Will	Joliet
Vandewalker, Nora Eldora	Boone	Belvidere
Vaughen, Frances Stella	DuPage	West Chicago
Wagley, Florence Ruth	DeKalb	DeKalb
Weter, Grace Luella	McHenry	Hebron
Wiley, Dale	Jo Daviess	Warren
Williams, Grace Dorothy	Winnebago	Rockford
Willrett, Charlotte Harriet	DeKalb	Malta
Wilson, Emily Steele	Kane	Elgin
Wood, Matie Melvina	Rock Island	Milan
Wright, Esther S.	DeKalb	Malta
Wright, Mary Grace	DeKalb	Rollo

The Northern Illinois State Normal School.

Students Who Have Finished Less Than One Year in the Two-Year

Course		
Name	County	Town
Bartlett, Mrs. Mary E.	Lee	Dixon
Bradstreet, Alice Butterick	DeKalb	DeKalb
Chaffee, Winifred Mabel	(Michigan)	Cass City
Coffey, Mary Louise	Bureau	Princeton
Corey, Marion	DeKalb	DeKalb
Davis, Dorothy Edna	DeKalb	Sycamore
Fleming, Austa	Carroll	Milledgeville
Garnhart, Ward Harry	Ogle	Oregon
Hammond, Helen Harriet	DeKalb	DeKalb
Hendricks, Alma	Whiteside	Morrison
Johnson, Iolene Stella	Boone	Capron
Jordan, Margaret Anna	DeKalb	Hinckley
Kelly, Maude Gertrude	Will	Joliet
Lain, Lilian Mary	Lake	Waukegan
McMurry, Kenneth Charles	DeKalb	DeKalb
Moon, Paul Cyrus	(Arkansas)	DeQueen
Moore, Carrie	DeKalb	DeKalb
Neahaus, Mercedes W.	Lake	Waukegan
Oakland, Milo Thomas.	DeKalb	DeKalb
Pulver, Mary Edna	Lee	Paw Paw
Somers, Ruth Eloise	Winnebago	Rockford
Taylor, Ruth Alvine	Kane	Elgin
Vernor, Genevieve Helen	Cook	Chicago
White, Martha	McHenry	Woodstock
Williams, Mary Anne	Whiteside	Sterling
Woodcock, Helen June	Ogle	Byron

Students Who Have Finished More Than Two Years in the Three-Year

Course		
Aurner, Edith Vesta	DeKalb	Kingston
Bennett, Myrtle Irene	DeKalb	Waterman
Drury, Myrtle A.	Whiteside	Albany
Hartman, Nellie	Winnebago	Davis
Howes, Alma Myrtle	Kendall	Yorkville
Miller, Neva B.	Stephenson	Davis
Moore, Lillian E.	Cook	Oak Park

Students Who Have Finished Two Years in the Three-Year Course

Allen, Beulah May	DeKalb	Waterman
Cramer, Bertha May	Carroll	Mt. Carroll

Catalogue and Course of Study.

Name	County	Town
Forsberg, Lillian	Winnebago	Roscoe
Mon, Ora May	Lee	Dixon
O'Brien, Paul Thomas	Kane	Maple Park
Pegg, Edith Martha	Ogle	Dixon
Read, Laura Jane	Kane	Elburn
Sullivan, Theresa E.	Jo Daviess	Elizabeth
Tiffany, Deedie	Lake	Antioch
Whitmore, Eugene DeForest	DeKalb	DeKalb
Whitten, Jennie Alma	DeKalb	DeKalb
Woodford, Sarah Celia	Whiteside	Albany

Students Who Have Finished More Than One Year in the Three-Year Course

Anderson, William Wilson	Bureau	Ohio
Doak, Cora M.	(Pennsylvania)	Murdocksville
Doak, Ella R.	(Pennsylvania)	Murdocksville
Doyle, Margaret Evelyn	Will	Manhattan
Fossler, Harold Ray	Ogle	Adeline
Gibbons, Hazel Joice	DeKalb	Waterman
Johnson, Edith Josephine	Winnebago	Winnebago
Kliber, Elsie May	DeKalb	Sycamore
Larsen, Antoinette Marie	DeKalb	Malta
Minssen, Herman Frederick	Whiteside	Lyndon
Moses, Florence	Stephenson	Cedarville
Oswood, Mabel Adelia	Grundy	Morris
Patschul, Theresa	Cook	Chicago
Webster, Ila Elizabeth	DeKalb	DeKalb

Students Who Have Finished One Year in the Three-Year Course

Campbell, Nellie May	Jo Daviess	Galena
Cappers, Emily	Boone	Belvidere
Denker, Jennie	Kane	Wasco
Downing, Emily Mott	Kane	Elburn
Munhall, Helen Elizabeth	Kane	St. Charles
Rosbach, Cora Margaret	Cook	Oak Park
Sederholm, Gerda Emilia	DeKalb	DeKalb
Seyfarth, Lillian E.	Stephenson	Florence Station
Tiffany, Mary	Lake	Antioch

Students Who Have Finished Less Than One Year in the Three-Year Course

Arnett, Katherine	(Ohio)	Hillsboro
Ball, Margaret Evelyn	Kane	Hampshire
Castle, Nella M.	DeKalb	Fairdale

The Northern Illinois State Normal School.

Name	County	Town
Coomber, Ethel May	Stephenson	Waddams Grove
Crosby, Florence Elizabeth	Kane	Maple Park
Ferris, Alfred Raymond	Bureau	Spring Valley
Gingrich, Sara Elaine	Stephenson	Orangeville
Harris, Nellie	LaSalle	Earlville
Haselton, Leo Guy	Ogle	Kings
Hathaway, Maude Eliza	Ogle	Kings
Joslin, Jessie Louise	DeKalb	Sycamore
Kugler, Gladys Pearl	Lee	Harmon
Kilmer, Beulah May	DeKalb	DeKalb
LeFevre, David B.	(Pennsylvania)	Lelitz
Mullican, Mary Edna	Winnebago	Winnebago
Munson, Ida A.	(Wisconsin)	Beloit
Norberg, Arthur Edwin	DeKalb	DeKalb
Rambo, Amy Frances	Bureau	LaMoille
Riley, Helena Loretta	DeKalb	Malta
Smith, Albert Shifflet	Bureau	Ohio
Storey, Ethel Kennedy	DeKalb	Shabbona
Ward, Myrtle Mildred	Henry	Geneseo
Woodbury, Eva Elnora	DeKalb	Kirkland

Students Who Have Finished More Than Three Years in the Four-Year

Classical Course

Cole, David	McHenry	Harvard
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Students Who Have Finished Three Years in the Four-Year Classical

Course

Jeanblanc, Ivo Mary	Lee	Lee Center
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Students Who Have Finished Two Years in the Four-Year General

Course for Graduates of Rural Schools

Boyce, Ella Martha	DeKalb	DeKalb
Gassman, Walter Charles	Stephenson	Lena
Heidenreich, Elsie Bernice	Jo Daviess	Woodbine
Horan, Laura Kathleen	DeKalb	Maple Park
Littlejohn, Chester Otis	Shelby	Oconee
McLarnon, Caroline	Stephenson	Freeport
Manning, Nellie Marie	Kane	Gilberts
Meyers, Gertrude Ethel	Stephenson	Red Oak
Sadler, Ione Azella	Bureau	Neponset
Sadler, Velma Mary	Bureau	Neponset
Thiel, Ruth Martha	Kane	Maple Park
Wachlin, Emma Irene	Stephenson	McConnell
Whitten, Mabel Doris	DeKalb	DeKalb

Catalogue and Course of Study.

Students Who Have Finished Less Than Two Years in the Four-Year General Course for Graduates of Rural Schools

Name	County	Town
Alstrom, Ruth Viola	DeKalb	DeKalb
Anderson, Earl	DeKalb	Gerroa
Ault, Nellie Louise	DeKalb	Kirkland
Aye, Martha Rebecca	DeKalb	McGirr
Carlson, Axel	DeKalb	DeKalb
Gusler, Myron Jacob	Kane	Maple Park
Jewitt, Claude Ensworth	Ogle	Monroe Center
McCabe, Sadie Marie	DeKalb	DeKalb
Mosher, Gladys Ava	DeKalb	Elva
Thorne, Evaletta	DeKalb	DeKalb
Plagge, Norma Marie	Will	Monee

Students Who Have Finished One Year in the Four-Year General Course for Graduates of Rural Schools

Chapman, Lenore Arlene	DeKalb	DeKalb
Clark, James Hugh	DeKalb	Kingston
Griffin, Earl Francis	Kane	Maple Park
Griffin, Irene A.	Kane	Maple Park
Jeanblanc, Mary Ilene	DeKalb	Sandwich
Miller, Gertrude Elizabeth	Cook	Maywood
Senneff, Hazel May	Carroll	Thompson

Students Who Have Finished Less Than One Year in the Four-Year General Course for Graduates of Rural Schools

Anderson, Alcie Matilda	Mercer	Millersburg
Bayles, Jewel Gordon	Whiteside	Prophetstown
Bradstreet, Mildred Louise	DeKalb	DeKalb
Kiefer, Clara LuVern	Jo Daviess	Stockton
Hamilton, Marcella G.	Winnebago	Durand
Lucas, Kate	DeKalb	Clare
Mason, Bertha Louise	DeKalb	Esmond
Mosher, Wylda Clara	DeKalb	Elva
Ostergard, Sam	DeKalb	DeKalb
Quigley, Agnes Mary	Will	Symeston
Redmond, Allen Arthur	DeKalb	McGirr
Sandberg, Charles Siegfried	Bureau	Princeton
Williams, Minnie Jane	DeKalb	Cortland
Wright, Posie T.	Randall	Ellis Grove
Youngren, Agnes	Ogle	Byron

The Northern Illinois State Normal School.

Students Who Have Finished More Than Three Years in the Five-Year Course for Scholarship Pupils and Other Graduates of Country Schools and for Graduates of the Eighth Grade of Town Schools

Name	County	Town
D'Arcy, Jennie Myrtle	Cook	Wilmette

Students Who Have Finished Three Years in the Five-Year Course for Scholarship Pupils and Other Graduates of Country Schools and for Graduates of the Eighth Grade of Town Schools

Name	County	Town
Benson, Mary	DeKalb	Rollo
Bryan, Mary	DeKalb	Sycamore
Clark, Grace May	LaSalle	Mendota
Clark, Jessie May	DeKalb	Kingston
McCarty, Elsie May	Winnebago	Rockford
Stocking, Myrtle	Ogle	Lindenwood
Tyrrell, Florence Alena	Jo Daviess	Stockton

Students Who Have Finished Less Than Three Years in the Five-Year Course for Scholarship Pupils and Other Graduates of Country Schools and for Graduates of the Eighth Grade of Town Schools

Name	County	Town
Giblin, Mary	Lee	Harmon
Sawyer, Florence Anne	DeKalb	Shabbona
Thulean, Elmer Edward	Bureau	Princeton
Unwin, Flossie	DeKalb	DeKalb
Ziegler, Iva May	Kane	Maple Park

Summer School Students

Name	County	Town
Ackerman, Clara Louise.....	DeKalb	Kingston
Adams, Edith Maria	LaSalle	Earlville
Adams, Elizabeth Mary	DeKalb	DeKalb
Adams, Stella May	DeKalb	DeKalb
Albrant, Reta Gladys	Lake	Zion City
Albright, Anna	Jo Daviess	Stockton
Albright, Grace Katherine	Stephenson	Freeport
Allen, Beulah May	DeKalb	Waterman
Allen, Frances Eugene	LaSalle	Streator
Alstrom, Ruth	DeKalb	DeKalb

Catalogue and Course of Study

Name	County	Town
Amann, Mary Anne	Lake	Libertyville
Anderson, Reta June	Cook	Harvey
Andrews, Florence	LaSalle	Troy Grove
Andrews, Mildred Dorothy	Kane	Geneva
Asprooth, Viola Mabel	Winnebago	Rockford
Atkinson, Sarah Helen	DeKalb	DeKalb
Aurner, Edith Vesta	DeKalb	Kingston
Bahlman, Lillian	Will	Beecher
Bahr, Alice M.	DeKalb	DeKalb
Balcom, Beth	Carroll	Mt. Carroll
Baldwin, Genevieve	DeKalb	Genoa
Ball, Margaret Evelyn	Kane	Hampshire
Balsbaugh, Mary F.	Ogle	Forreston
Banks, Rachel Almira	Winnebago	Rockford
Bapst, Coila Berniece	Kane	Batavia
Barchman, Elizabeth Florence	Rock Island	Rock Island
Bardon, Loretta Mary	Cook	Chicago
Barker, Anna	Boone	Belvidere
Barker, Jane	Boone	Belvidere
Barr, Mary Kerr	Kane	Batavia
Barry, Elizabeth P.	Jo Daviess	Galena
Bartholomew, Maude Gertrude.	Lee	Dixon
Bartlett, Mrs. Mary E.	Lee	Dixon
Bascom, Caroline Elizabeth	Lake	Highland Park
Baumetz, Helen Rose	Bureau	Spring Valley
Beiler, Ruth Emma	DeKalb	Waterman
Belknap, Fannie	Stephenson	Orangeville
Bender, Lola Floretta	Stephenson	Kent
Bender, Lloyd	(South Dakota)	Sioux Falls
Benson, Alice Edith	Whiteside	Prophetstown
Benson, Nellie Blanche	DeKalb	Kirkland
Benson, Minnie Lena	DeKalb	Rollo
Bergen, Margaret Mary	Cook	Chicago
Bergman, Cora Margaret	Cook	Palatine
Betty, Harold J.	DeKalb	Sycamore
Betz, Nina Margaret	DeKalb	Somonauk
Bing, Evaline	Henry	Kewanee
Black, Helen Lucile	Cook	Chicago
Blackman, Fannie Rae	Ogle	Rochelle
Blain, Mary Catherine	LaSalle	Streator
Bloomington, Paul Harold	DeKalb	Shabbona Grove
Bollman, Betty Adelheid	Cook	Palatine
Bossoh, Emma	Whiteside	Sterling

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Name	County	Town
Bowen, Bernice Elsie	Cook	Harvey
Bowles, Marjorie Webster	DeKalb	DeKalb
Bradley, Mary Genevieve	Stephenson	Rock City
Bradstreet, Alice Buttrick	DeKalb	DeKalb
Brady, Ednah Theresa	Bureau	Sheffield
Brome, Armilda Frances	Lake	Libertyville
Brooks, Elsie Myrtle	DeKalb	Kingston
Brooks, Mabel Helen	DeKalb	Kingston
Brown, Hazel Maie.....	DeKalb	Genoa
Bruce, Zora Leona	Boone	Belvidere
Brundage, Bessie Belle	Kane	Geneva
Bryan, Marguerite Helen	(South Dakota)	Stickney
Buell, Mabel	Henry	Geneseo
Burke, Ella Winifred	Cook	Chicago
Burke, Josie Walsh	Winnebago	Rockford
Burke, Kathleen Cecelia	Cook	Chicago
Burns, Ethel Rose	Cook	LaGrange
Burns, Mamie Ellen	Winnebago	Rockford
Burns, Margaret	Kankakee	Kankakee
Burnside, Agnes Gertrude	Boone	Poplar Grove
Butler, Miriam Lucile	DuPage	Downer's Grove
Cadman, Ethel Marie	Cook	Berwyn
Campbell, Jeanne Adelaine	Winnebago	Pecatonica
Campbell, Marie Nellie	Winnebago	Pecatonica
Carroll, Laura Burrell	McHenry	Harvard
Carson, Edna Lucile	DeKalb	Waterman
Cassels, Mae Olive	Cook	Chicago
Cederbrand, Mina	LaSalle	Streator
Chapman, Thomas W.....	Boone	Belvidere
Clark, Margaret Marie	Lee	Dixon
Claxton, Pearl Eva	McHenry	McHenry
Code, Fannie Mary	Stark	Bradford
Coffey, Mary Louise	Bureau	Princeton
Coleman, Helen Frances	Cook	Chicago
Collins, Edna Louise	Winnebago	Rockford
Collins, Elnor Dell	Bureau	Spring Valley
Collins, Florence Gertrude	Bureau	Sheffield
Condon, Agnes Lucile	Kane	Aurora
Connor, Margaret Lillian	Kane	Gilberts
Cooney, Nelle	Stark	Bradford
Cooper, Edna	DeKalb	Sandwich
Cooper, Myrtle May	DeKalb	DeKalb
Corey, Nina Bertha	DeKalb	DeKalb

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Name	County	Town
Cramer, Pearl Delight	(Missouri)	Hannibal
Crawford, Florence Alvira	Carroll	Chadwick
Crawford, Velma Maude	DeKalb	Genoa
Crosby, Florence Elizabeth	Kane	Maple Park
Cutts, Ethel Viletta	DeKalb	Shabbona
Dadds, Mayte Elizabeth	DeKalb	DeKalb
D'Arcy, Jennie Myrtle	Cook	Wilmette
Dauberman, Helen Grace	Kane	Kaneville
Davis, Bessie Mae	Cook	Harvey
Davis, Eevlyn Celestia	Boone	Belvidere
Dell, Alma Josephine	Kendall	Yorkville
Dell, Lillie Idena	Kendall	Yorkville
DeJongh, Helen Theodore	Stephenson	Freeport
Delp, Hazel Marie	Whiteside	Sterling
DeWitt, Bessie Amy	Winnebago	Rockford
Dietmeyer, Florence Barbara	Lake	Waukegan
Donahue, Ann Celia	Jo Daviess	Stockton
Donnelly, Besse Genevieve	DeKalb	DeKalb
Donovan, Mae	DeKalb	DeKalb
Donyes, Jesse Nelson	Winnebago	Durand
Downey, Walter John	DeKalb	Shabbona
Doyle, Margaret Evelyn	Will	Manhattan
Drew, Alice Agnes	Lake	Waukegan
Duffy, Beatrice May	(Wisconsin)	Wilmot
Duffy, Mrs. Catherine	DeKalb	DeKalb
Dundore, Mildred Harriet	Will	Plainfield
Durston, Odessyl Lavonia	Lee	Ashton
Eason, Beulah	Winnebago	Pecatonica
Eckhoff, Emma Fredrika	Bureau	Buda
Egan, Mary Gertrude	DeKalb	Cortland
Eitelgeorge, Hilda Fredericka	Kane	Aurora
Ekeberg, Effie Eleanora	Kane	Aurora
Eldredge, Anne McKee	McHenry	Algonquin
Eldridge, Lillian	DeKalb	DeKalb
Eldridge, Loyal	DeKalb	DeKalb
Emery, Cora Lillian	Whiteside	Prophetstown
Emrick, Eva Rebecca	Stephenson	Rock Grove
Emrick, Hettie Elizabeth	Stephenson	Rock Grove
Engelbrecht, Mabel Angeline	Kane	Elgin
Erickson, Ruby	Winnebago	Rockford
Ernst, Esther Ann	Lake	Grayslake
Erwin, Emma	Winnebago	Rockford
Fairchild, Gladys Marie	Lee	Compton

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Name	County	Town
Falch, Mrs. Mabel Sloan	Lake	Zion City
Fell, Della Mae	Lee	Steward
Ferrari, Mary	Bureau	Ladd
Ferrell, Nora Jane	DeKalb	DeKalb
Fisher, Mabel Alice	Winnebago	Cherry Valley
Fitzgerald, Hazel Anna	DeKalb	Kingston
Flagg, Beulah Mabel	Kane	Maple Park
Flannery, Mary Alvina	St. Clair	East St. Louis
Fletcher, Mrs. Emily C.	DuPage	Elmhurst
Fletcher, Marian	Kane	Aurora
Fletcher, Nellie	Kane	Aurora
Fletcher, Wellington Dudley	DuPage	Elmhurst
Flett, Marion	Cook	Chicago
Foelsch, Gertrude Sina	LaSalle	Streator
Forbes, Elizabeth	Cook	Chicago
Fossler, Harold Ray	(Iowa)	Williamsburg
Fowler, Oscar F.	Stephenson	Lena
Fox, Mary Ruth	Stephenson	Freeport
Frazer, Ralph Leslie	Carroll	Mt. Carroll
Frederickson, Ethel	Winnebago	Rockford
Freidag, Marie Litta	Stephenson	Freeport
French, Eleanor Bertha	Bureau	Buda
French, Lena May	LaSalle	Marseilles
Fuller, Frances Ione	DeKalb	Waterman
Fulton, Mabel Leona	Cook	LaGrange
Gabel, Otto Jacob	DeKalb	Shabbona
Gahagan, Celia	DeKalb	DeKalb
Gahagan, Genevieve Mary	DeKalb	DeKalb
Gale, Alberta	Stephenson	Freeport
Gale, Mamie Alice	Stephenson	Freeport
Callup, May Edith	Cook	Chicago
Garritty, Margaret	Bureau	Spring Valley
Gates, Fern Elizabeth	Kendall	Yorkville
George, Carrie Beulah	Kane	Batavia
Gerdes, Louise A.	Whiteside	Sterling
Gill, Isabelle Mary	St. Clair	East St. Louis
Givan, Mary Elizabeth	(Missouri)	Hannibal
Glanville, Rae	DeKalb	Sycamore
Glawe, Ethel Gertrude	DeKalb	Kirkland
Gleason, Margaret	DeKalb	DeKalb
Gleason, Mary Cecilia	McHenry	Harvard
Gleason, Nellie Martha	DeKalb	DeKalb
Gochenour, Ruth Sue	DeKalb	DeKalb

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Name	County	Town
Goodrich, Eloise Theresa	McHenry	Marengo
Gordon, Rose	Lake	Waukegan
Grater, Bertha May	Whiteside	Morrison
Graves, Ruth Wallace	DeKalb	Hinckley
Greeley, Mrs. Romanza Mallory	Carroll	Shannon
Griffin, Annastasia Irene	Kane	Maple Park
Groezinger, Lillian Caroline	Jo Daviess	Elizabeth
Gropp, Annie Edith	DeKalb	Sycamore
Grosh, Myrtle Lenore	LaSalle	Streator
Gustafson, Lillian Cecelia	Lake	Waukegan
Hagius, Grace Bessie	Jo Daviess	Galena
Hale, Althea Mae	Stephenson	Orangeville
Halsne, Elsie Hannah	Ogle	Creston
Hammond, Gertrude Nathalie	DeKalb	Genoa
Hanson, Mabelle Irene	DeKalb	Sandwich
Hanson, Mabel Ella	(Wisconsin)	Beloit
Hanstrom, Nellie Esther	Winnebago	Rockford
Hartman, Nellie	Winnebago	Durand
Haselton, L. Guy	Ogle	Kings
Harvey, Lula Marie	Winnebago	Rockford
Hathaway, Maude Eliza	Ogle	Kings
Havens, Bertha Viola	DeKalb	Cortland
Haynes, Ancis Iona	Will	New Lenox
Heaton, Madge Lenore	Bureau	Tampico
Hecker, Hermina	Lee	Amboy
Heidenreich, Mary Reynolds	Jo Daviess	Woodbine
Hemenway, Blanche	DeKalb	Genoa
Hendricks, Alma	Whiteside	Morrison
Hennis, Ada May	DeKalb	Sandwich
Hepburn, Alice Richmond	(Ohio)	Tiffin
Hereley, Cassie Elizabeth	McHenry	Harvard
Hereley, Martha Loyola	McHenry	Harvard
Herndon, Mrs. Carrie P.	(Indiana)	Hammond
Herrick, Virginia	(Missouri)	Hannibal
Hickey, Lillian	Cook	Chicago
Hinds, Kittie	Stephenson	Winslow
Hogberg, Pearl Olive	DeKalb	DeKalb
Hollem, Marie Ruth	Winnebago	Rockford
Holmgren, Ethel Caroline	DeKalb	DeKalb
Honey, Eveline Myrtle	Lee	Dixon
Hopkins, Helen Martha	Winnebago	Rockton
Horan, Jesse Clarence	DeKalb	Cortland
Horan, Laura	Kane	Maple Park

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Name	County	Town
Horning, Nora Pearl	Whiteside	Lyndon
Hosty, Margaret Mary	Cook	Chicago
Houghtby, Emery Edward	DeKalb	Shabbona
Housel, Frances Miriam	Cook	Western Springs
Hoy, Elsie Louise	DuPage	Naperville
Hueber, Maude Mae	DeKalb	Malta
Hughes, Belle	Lake	Antioch
Hummel, Ethel Lucile	DeKalb	Sandwich
Humphrey, Avis Adelle	Boone	Belvidere
Hunt, Elsie Mary	Kane	Batavia
Jackson, Geraldine	Lake	Waukegan
James, Edna Altha	Winnebago	Rockford
Jeanguenat, Teresa M.	Lee	West Brooklyn
Jenkins, Jennie Gertrude	DeKalb	DeKalb
Johnson, Edna Lois	DeKalb	DeKalb
Johnson, Georgia Irma	DeKalb	Leland
Johnson, Jessie Evelyn	Henry	Cambridge
Johnson, Mabel Edna	Rock Island	Taylor Ridge
Johnson, Ruth Marie	Lake	Waukegan
Jones, Edith Ardella	Whiteside	Morrison
Jones, Eva Emily	DeKalb	Kirkland
Jones, Madge Lula	Bureau	Tampico
Jordan, Margaret Anna	DeKalb	Hinckley
Josephson, Cora Anna	Warren	Roseville
Joyce, Cathryn Cecelia	LaSalle	Peru
Kahler, Bessie Agnes	Ogle	Rochelle
Kahler, Bernice Marie	Ogle	Rochelle
Kearney, Anna Florence	Cook	Lemont
Kearney, Lucy Gertrude	Cook	Lemont
Keating, Edythe Marie	Cook	LaGrange
Keen, Anna Elizabeth	LaSalle	Streator
Keeney, Addie Boyd	McHenry	Marengo
Keeney, Eda Martha	McHenry	Marengo
Kelley, Mamie Elizabeth	Iroquois	Ashkum
Kelly, Nancy	(Iowa)	DeWitt
Kelly, Howard Samuel	Iroquois	Loda
Kemp, Maude Lilian	Cook	Chicago
Kenney, Helen Todd	Bureau	Tiskilwa
Kessler, Don Oman	Lake	Zion City
Keyes, Ethel Abigail	DeKalb	DeKalb
Kiefer, Nellie	Jo Daviess	Stockton
Kiehle, Alice	Lake	Waukegan
Killion, Clara Lenoa	Stephenson	Freeport
King, Helene	Stephenson	Lena

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Name	County	Town
Kirby, Rosalia Emma	Lee	Lee
Kirchner, Clemens	DeKalb	DeKalb
Klock, Emma Frances	Bureau	Sheffield
Klug, Harold Lawrence	DuPage	Glen Ellyn
Knoch, Wilhelmina Clara	DuPage	Naperville
Knott, Millie Mary	Ogle	Davis Junction
Koch, Marjorie Booth	Tazewell	Pekin
Koehler, May Pauline	Kane	Batavia
Koll, Mabel	Cook	Chicago
Kossert, Elsa Clara	LaSalle	Earlville
Kurkamp, Maude Louise	Will	Elwood
Kutzner, Bessie Menrietta	DeKalb	Sandwich
Kutzner, Alice Marguerite	DeKalb	Sandwich
Ladd, Florence Gertrude	DeKalb	Sandwich
Lamb, Cecile Irene	Winnebago	Durand
Lamb, Mary Elizabeth	Winnebago	Durand
Lambert, Mary Elizabeth	Boone	Capron
Lancaster, Jessie Fern	Whiteside	Prophetstown
Landwair, Jedd	Whiteside	Rock Falls
Larson, Elsie Frances	Cook	Austin
Lascelles, Robert J.	Boone	Capron
Lavoo, Edna Margery.....	(Missouri)	Hannibal
Lawler, Agnes	Will	Manhattan
Ledford, Denton	DeKalb	DeKalb
Ledford, Myrtle Florence	(Missouri)	Hannibal
Leech, Ethan	Winnebago	Durand
Leech, Helen Catherine E.....	Winnebago	Durand
Lehmann, Alma	Will	Monee
Lehmann, Elda	Will	Monee
Leiferman, Hazel	Bureau	Buda
Leifheit, Ella Louise	LaSalle	Mendota
Leigh, Agnes	Kane	Aurora
Lentbecker, Louise Marie	DeKalb	DeKalb
Lennon, Frances A.	Will	Joliet
LeQuesne, Marie	Whiteside	Morrison
Lester, Ethel Mary	Carroll	Milledgeville
Lewis, Florence	Kane	Geneva
Lichty, Iva June	Carroll	Lanark
Lill, Amy Olga	St. Clair	Mascoutah
Lilly, Ada Ellen	Winnebago	Durand
Lindquist, Edith Josephine	DeKalb	Sycamore
Linnen, Mary Agnes	Winnebago	Rockford
Lintner, Adah Gwendolyn	DeKalb	Hinckley

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Name	County	Town
Littleford, Anna Amanda	DuPage	Downer's Grove
Love, Ethel Louise	DeKalb	Sycamore
Love, Laura Louise	DeKalb	DeKalb
Lowery, Erma Ruth	Kane	Elburn
Lucas, Goldie	DeKalb	Clare
Ludwig, Ella Hazel	DeKalb	Kingston
Luepkes, Mabel Ruth	(Missouri)	Hannibal
Lynn, Herschel V.	Ogle	Byron
McCabe, Verna Elizabeth	DeKalb	Malta
McCarthy, Bessie Anna	DeKalb	Kirkland
McCarthy, Frances Lucile	McHenry	Harvard
McCarthy, Josephine	(Missouri)	Hannibal
McCarthy, Margaret.....	(Missouri)	Hannibal
McCloskey, Genevieve Katherine...	LaSalle	Streator
McClusky, Margaret	Boone	Capron
McConaughy, Ada	Ogle	Rochelle
McCoy, Orah Sabra	Cook	Chicago Heights
McCrindle, Margaret Belle	LaSalle	LaSalle
McDonald, Rose Cecelia	Bureau	Spring Valley
McElwain, Stella May	Cook	Chicago
McGinnis, Irene	DeKalb	Shabbona
McGirr, Ella Elizabeth	DeKalb	DeKalb
McKenna, Laura Mary	Will	Plainfield
McKennie, Alice	(Missouri)	Hannibal
McKittrick, Hattie Hazel	Kane	Geneva
McLaughlin, Ada Catherine	Lake	Libertyville
McLean, Anna Laurretta	Lee	Steward
McLean, Kathryn Irene	Lee	Steward
McPartlin, Loretta Isabel	Will	Joliet
Maakestad, Agnes	Lee	Steward
Mahaffey, Grace	DeKalb	DeKalb
Mallgren, Agnes Florence	Cook	Chicago
Malings, Dora Elizabeth	Kane	Elgin
Mangan, Hazel Grace	Whiteside	Sterling
Marks, Sarah Ann	Winnebago	Pecatonica
Martin, Edna Margaret	Cook	Chicago
Masters, Blanche Leona	Stephenson	Lena
Mathews, Agnes	(Missouri)	Hannibal
Matteson, Helen Dorothy	DeKalb	DeKalb
Mead, Dexter Horace	DeKalb	DeKalb
Mercer, Mildred	DeKalb	Waterman
Merritt, Frances Anna	LaSalle	Mendota
Meyer, Erna Regina	Winnebago	Pecatonica

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Name	County	Town
Miller, Florence L.....	Jo Daviess	Hanover
Miller, Irene	Will	Joliet
Miller, Neva Birdena	Stephenson	Davis
Miller, Neva Louise	Ogle	Polo
Minssen, Herman	Whiteside	Sterling
Minszen, Sophie	Whiteside	Sterling
Mitchell, Chloe E.....	Boone	Belvidere
Modler, Mabel Alva	Whiteside	Sterling
Monahan, Rose Johanna	Woodford	Washburn
Moon, Paul	DeKalb	DeKalb
Moore, Elta Louise	Stephenson	Freeport
Moore, Harriet Ethyl	Stephenson	Freeport
Moore, Lillian Elizabeth	Cook	Oak Park
Morehead, Bernice Mabel	Winnebago	Cherry Valley
Mowat, Jessie Catherine	Kane	Elgin
Moyer, George W.....	Stephenson	Orangeville
Mundee, Elvira Ann	Lake	Libertyville
Munger, Florence Edith	DeKalb	DeKalb
Munson, Ida Almira	(Wisconsin)	Beloit
Munson, Verna Nellie	Kane	Sugar Grove
Murley, Augusta Serena	Kendall	Minooka
Murphy, Anna Veronica	Cook	Summit
Nadelhoffer, Gertrude Winifred.....	DuPage	Downers Grove
Nash, Nettie	DeKalb	Genoa
Nashold, Harry	DeKalb	DeKalb
Neahaus, Mercedes	Lake	North Chicago
Neddermeyer, Frances Louise	DuPage	Wheaton
Nelson, Adah	LaSalle	Leland
Nelson, Blenda Sylvena	McHenry	Marengo
Nelson, Meta Gertrude	DeKalb	Hinckley
Newberry, Florence	DeKalb	DeKalb
Nilson, Minnie Amelia	DeKalb	Sycamore
Noltemeier, Ella Frances	LaSalle	Streator
Norman, Hope Christian	Will	Peotone
O'Brien, Paul	DeKalb	DeKalb
O'Brien, Margaret	Bureau	Tiskilwa
Ogilvie, Grace Wood	DeKalb	Sandwich
O'Connor, Kathleen Patricia	Stephenson	Freeport
O'Connor, Mary Anthony	Stephenson	Freeport
Odelius, Signe C.....	Winnebago	Rockford
O'Leary, Katherine C.....	McHenry	Harvard
O'Halloran, Harriet Olive	LaSalle	Peru
Olsten, Hazel Mae	DeKalb	DeKalb
Organ, Edward T.....	DeKalb	Sycamore

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Name	County	Town
Osborne, Myrta Estelle	Winnebago	Rockford
Oswood, Mabel Cedelia	Grundy	Morris
Pakan, Olga Julia	Cook	Chicago
Palmer, Mildred Euphemia	McHenry	Woodstock
Parish, Vivian Bernice	Warren	Roseville
Parry, Pearl Lettie	Kane	Big Rock
Patschul, Theresa	Cook	Chicago
Patterson, Mrs. Nellie S.	Kane	Aurora
Paulson, Esther Pauline	DeKalb	Kirkland
Penny, Blanche Louise	DeKalb	DeKalb
Perrett, Grace Mildred	Rock Island	Moline
Peters, Evelyn Elizabeth	McHenry	Harvard
Peters, Florentine Bertha	McHenry	Marengo
Peterson, Alma	DeKalb	DeKalb
Peterson, Bena Marie	Bureau	Princeton
Peterson, Anna Josephine	DeKalb	Kirkland
Pettit, Gertrude Beatrice	Boone	Belydvere
Phelps, Katherine	Kane	Geneva
Phelps, Minnie Etta	Bureau	Princeton
Phillips, Esther Mildred	Bureau	Spring Valley
Phillips, Sedalia Julia	Bureau	Spring Valley
Pierce, Hazel Lola	Jo Daviess	Stockton
Pierson, Mary Amanda	Whiteside	Prophetstown
Place, Vida Alma	Winnebago	Durand
Potter, Florence	DeKalb	Waterman
Powell, Estella Grace	DeKalb	Somonauk
Proudfoot, Lucy South	Cook	Chicago
Putnam, Eleanor Adeline	Cook	Palatine
Quigley, Marie Elizabeth	McHenry	Harvard
Quinn, Grace Lillian	Kane	Batavia
Race, Myrtle Frances	Cook	Chicago
Radseck, Selma Pauline	McHenry	Harvard
Ramsay, Marcia Marie	Boone	Poplar Grove
Ratliff, Grace Browning	Macon	Decatur
Raup, Esther	Ogle	Monroe Center
Read, Emma Cynthia	LaSalle	Grand Ridge
Ream, Anna De	Kane	Hampshire
Reber, Besse Ann	Ogle	Leaf River
Redding, Alma Catherine	LaSalle	Streator
Reed, Ella	LaSalle	Streator
Reese, Flora Almira	Ogle	Creston
Reiter, Marie Rosella	Will	Plainfield
Resser, Bernice Mae	Rock Island	Moline

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Name	County	Town
Reynolds, Leolia	(Missouri)	Hannibal
Reynolds, Margaret L.....	Putnam	Hennepin
Reynolds, Mary E.....	Putnam	Hennepin
Riley, Mary Frances	Pike	Pittsfield
Riley, Retta Viola	Bureau	Mineral
Riley, Ruth	Coles	Lerna
Ritt, Lulu Alvina	McHenry	Algonquin
Robinson, Amy Ethel	Rock Island	Cordova
Roesler, Marguerite Martha	Lee	Ashton
Ross, Hilma	DeKalb	DeKalb
Rote, Clarissa Florence	Boone	Belvidere
Rouse, Blanche Margaret	Jo Daviess	Galena
Rowan, Helen	DeKalb	DeKalb
Rowan, Mrs. Nettie.....	DeKalb	DeKalb
Runft, Kathryn Minerva	Bureau	Sheffield
Ryan, Elizabeth Mary	DeKalb	Sycamore
Ryan, Helen Marie	Cook	Lyons
Ryan, Katherine	Jo Daviess	Galena
Saunders, Ruth Hope	(Texas)	Fort Worth
Sawyer, Alta Minerva	DeKalb	Shabbona
Sawyer, Eva Caroline	DeKalb	Shabbona
Sayre, Olive Mae	(Wisconsin)	Beloit
Schaell, Anna Theresa	Woodford	Washburn
Schaper, Helen Mary	Stephenson	Winslow
Schmertman, Anna	Stephenson	Freeport
Schoenholz, Julia May	Lee	Scarboro
Scholl, Grace Mae	Ogle	Kings
Schroeppel, Ora Ethel	Carroll	Mt. Carroll
Schwitters, Carrie Mabel	Whiteside	Prophetstown
Scott, Jane Mary	Kane	LaFox
Scott, Myrtle Ethel	DeKalb	Hinckley
Scriba, Lydia	LaSalle	Mendota
Scripture, Lois Eva	Carroll	Savanna
Scripture, Mabel Lydia.....	Carroll	Savanna
Sears, Nelia Belle	Ogle	Oregon
Seaton, Luella Edith	Winnebago	Shirland
Sederholm, Gerda Emilia	DeKalb	DeKalb
Sedgwick, Eva Clara	DeKalb	Kirkland
Sellmer, Clara Louise W.....	Rock Island	Moline
Shafer, Floyd	DeKalb	DeKalb
Sheap, Harriet	Lee	Franklin Grove
Shepardson, Adelaide Josie	Winnebago	Shirland
Sherman, Lillian Julia	DeKalb	Somonauk
Shields, Alice Helen	Bureau	Spring Valley

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Name	County	Town
Shoemaker, Ethel	Lee	Amboy
Smart, Ethelyn Marion	DuPage	Downers Grove
Smart, Nellie Marie	DuPage	Downers Grove
Smart, Pauline Carrie	Lake	Antioch
Smith, Alta Katherine	Cook	Barrington
Smith, Grace Perl	Kane	Geneva
Smith, Lillian E.	Cook	Summit
Smith, Mabel Marie	Winnebago	Rockford
Smith, Nelle Gertrude	Bureau	DePue
Smith, Ruby Inez.	Henry	Cambridge
Smyth, Marcella Josephine	Jo Daviess	Stockton
Somers, Ruth E.	Winnebago	Rockford
Speaker, Edna	McHenry	Richmond
Speicher, Grace Ethel	Carroll	Lanark
Spencer, Harold F.	Cook	Barrington
Squire, Pauline Geraldine	Carroll	Savanna
Stapleton, Edna Belle	Whiteside	Morrison
Steacy, Otie Emily	Lee	Dixon
Steckel, Cora	Stephenson	Winslow
Steele, Minnie Wilma	Bureau	Spring Valley
Stern, Gertrude Hattie	Cook	Chicago
Stevenson, Anna Barbara	McHenry	Harvard
Stevenson, Genevieve Irene	McHenry	Harvard
Stobs, Marguerite	Kane	Elgin
Stock, Pearl Jean	Winnebago	Rockford
Stone, Benjamin W.	DeKalb	Malta
Storm, Beulah Elva	Cook	Chicago
Storey, Ethel Kennedy	DeKalb	Shabbona
Stubbings, Maud	Cook	Lyons
Suhler, Stella Hazel	Kendall	Oswego
Swale, Mabel Sophia	Winnebago	Durand
Swanson, Valie Maria	DeKalb	Kingston
Swasey, Helen Louise.	DeKalb	DeKalb
Sweeney, Mary Lucile	Bureau	Spring Valley
Sweet, Lillian Belle	Kane	Batavia
Swords, Julia Genevieve	LaSalle	Oglesby
Thomson, Margaret Vivian	Lake	Waukegan
Thomson, Ruth Marjorie	DeKalb	DeKalb
Thompson, Lynette Mae	Will	Plainfield
Thorsen, Edith	Kendall	Newark
Tiernan, Helen	Lake	Waukegan
Tiffany, Deedie	Lake	Antioch
Tiffany, Hazel	Lake	Antioch

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Name	County	Town
Tinberg, Lillian Ruth	Winnebago	Rockford
Townley, G. Frank	Bureau	Ladd
Tripp, Ethel Grace	Boone	Belvidere
Trotter, Mary Jane	Cook	Evanston
Tucker, William W.	Henry	Kewanee
Turban, Marguerite Elsie	Whiteside	Morrison
Turner, Eva Esther	Lee	Amboy
Turner, Bertha Mae	Jo Daviess	Galena
Vanderheyden, Edna Myrtle	Jo Daviess	Stockton
VanDresser, Myrtle Edna	DeKalb	Genoa
Vickers, Bernice Pauline	Boone	Poplar Grove
Wagner, Lucy Clara	DuPage	Wheaton
Walbourne, Gertrude Leah	Bureau	Sheffield
Wales, Alma Diveley	Stephenson	Winslow
Walrod, Jennie Alma	DeKalb	Sycamore
Ward, Elsie Irene	DuPage	Downers Grove
Wasson, Ivy Adelaide	Lee	Amboy
Weaver, Mary Elizabeth	Bureau	Walnut
Webber, Hazel Naomi	Lee	Compton
Wellander, Jennie Cecelia	DeKalb	Sycamore
Wells, Alice	Winnebago	Pecatonica
Wells, Chester Andrew	Cook	Palatine
Wendling, Elsie Amelia	Cook	Wheeling
Wetz, Christiana Elizabeth	DeKalb	DeKalb
Whippo, Georgiana	Jo Daviess	Galena
White, Berniece	Jo Daviess	Hanover
Whitford, Fred Wilson	DeKalb	Waterman
Whiting, Thirza Beatrice	Winnebago	Roscoe
Whitmore, Carrie	Lake	Gray's Lake
Whitney, Fannie Pauline	DuPage	Downers Grove
Whitten, Jennie	DeKalb	DeKalb
Whitten, Mrs. Jessie C.	DeKalb	DeKalb
Whitten, Mabel	DeKalb	DeKalb
Wiggin, May Anna	Kendall	Plano
Willey, Isabel Grace	Whiteside	Sterling
Williams, Florence E.	Winnebago	Rockford
Williams, Jane Minnie	DeKalb	Cortland
Wilson, Emily Steele	Kane	Elgin
Wilson, Hattie T.	Iroquois	Milford
Wing, Orion	Boone	Capron
Wirick, Jean Paul	Lee	Nachusa
Wold, Sara Mabel	DeKalb	Earlville
Wolff, Milly Anna	LaSalle	Peru

The Northern Illinois State Normal School.

Name	County	Town
Wolfram, Alma	Boone	Capron
Wolfram, Grace	Boone	Capron
Wood, Lida Mary	Whiteside	Albany
Wood, Matie Melvina	Rock Island	Milan
Woodford, Bernice Iva	(Wisconsin)	Elkhorn
Worcester, Lenora Mary	DeKalb	Genoa
Wright, Esther Marie	DeKalb	DeKalb
Wright, Fay Catherine	DeKalb	Rollo
Wright, Mabel Georgia	Winnebago	Pecatonica
Young, Bess Lyle	Boone	Belvidere
Young, Isabelle	LaSalle	Streator
Young, Katherine F.	Bureau	Princeton
Ziegler, Dora Annabelle	Rock Island	Port Byron
Zimmerman, Irene Mehrhof	Cook	Berwyn
Zugschwerdt, Gertrude	Carroll	Chadwick

SUMMARY OF ATTENDANCE

Specials	11
Art Course	3
Vocal Music Course	3
Domestic Science Course	11
Manual Arts	2
Seniors	108
Two-Year Course	123
Three-Year Course	65
Four-Year Course	48
Five-Year Course	13
Summer Term	587
	974
Names counted twice	93
	881

Training School In Normal Building

Room 1	49
Room 2	29
Room 3	30
Room 5	28
Room 6	33
Room 7	27
Room 8	25
	221

Catalogue and Course of Study.

In Glidden Building

Room 1	54	
Room 2	39	
Room 3	45	
Room 4	38	
Room 5	35	
Room 6	42	
Room 7	48	
Room 8	33	334

Total in Training School 555

Total 1436

Counties Represented—37

Boone	McHerny	Will
Bureau	Macon	Winnebago
Carroll	Mercer	Woodford
Coles	Morgan	(Indiana)
Cook	Ogle	(Iowa)
DeKalb	Pike	(Michigan)
DuPage	Putnam	(Minnesota)
Grundy	Randolph	(Missouri)
Henry	Rock Island	(Montana)
Iroquois	Saline	(Ohio)
Jo Daviess	Shelby	(Oklahoma)
Kane	St. Clair	(Pennsylvania)
Kankakee	Stark	(South Dakota)
Kendall	Stephenson	(Tennessee)
Lake	Tazewell	(Texas)
LaSalle	Warren	(Wisconsin)
Lee	Whiteside	

ALUMNI REGISTER

CLASS OF 1900

1. Bertram, Jennie Campbell, Idaho Falls, Idaho. 7 years.
2. Bush, Minnie M., Huntington, Ind. 11 years.
3. Chamberlin, Linnie (Mrs. M. F. Howells), Erie, Ill. 4 years.
4. Clark, Samuel C., Department of Agriculture, Washington, D. C. 11 years.
5. Flentje, Lewis E., Amboy, Ill. 4 years.
6. Gallagher, Margaret A., Seattle, Wash. 12 years.
7. Hamel, Cecelia, Evanston, Ill. 12 years.
8. Hamm, Eva Grace. Died in Sterling, Ill., Nov. 17, '06. 5 years.
9. Hausen, Minnie Adella, Wm. Penn Nixon School, Chicago. 12 years.
10. Johnston, J. Winnifred, Oak Park, Ill. 5 years.
11. McCrea, Ida H. (Mrs. John F. Lewis), Creston, Ill. 7 years.
12. Martin, Lida C., Decatur, Ill. 11 years.
13. Mitchell, Elizabeth J. H. (Mrs. S. N. Rinde), Grafton, N. D. 7 years.
14. Mize, A. Roy, Byron, Ill. 8 years.
15. Patten, Mary L. (Mrs. M. D. Shipman), DeKalb, Ill. 2½ years.

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16. Sweeney, Joanna R. (Mrs. Thomas P. Feely), Joliet, Ill. 7½ years.
CLASS OF 1901
17. Baker, Lou (Mrs. D. L. Woodruff), Grants Pass, Oregon. 6 years.
18. Banks, Eleanor H., Morse School, Chicago, Ill. 11 years.
19. Bennett, Frank L., Supt. Public Schools, Franklin Grove, Ill. 10 years.
20. Beverly, Rhoda M., Aurora, Ill. 11 years.
21. Brock, Agnes C., Batavia, Ill. 9 years.
22. Carpenter, Bertha E. (Mrs. Tom Campbell), Los Angeles, Cal. 8 years.
23. Cornell, Edward M., Rosewell, New Mexico. 5 years.
24. Crosby, Alice, Kewanee, Ill. 10 years.
25. Daehler, Marie E., Chadwick, Ill. 12 years.
26. DeYoung, Richard G., Curtis School, Chicago. 11 years.
27. Doolittle, Eleanor A. (Maywood), Aurora, Ill. 9 years.
28. Duffey, Margaret L., died in DeKalb, Ill., Nov 26, 1906. 2 years.
29. Dunning, Jessie (Mrs. P. W. Dykema), Forest Hills, Elmhurst, New York.
30. Ekdahl, Nellie, Lanark, Ill. 11 years.
31. Ferris, Birdie X. (Mrs. E. M. Frye), Sterling, Ill. 3 years.
32. Gagin, Mary I. (Mrs. W. E. McCormick), Rock Falls, Ill. 6½ years.
33. Gilpatrick, Mabel E., Chicago, Linne School. 10 years.
34. Greenough, Charles W., Grangeville, Idaho. 9 years.
35. Hamm, Mary Helen, Sterling, Ill. 10 years.
36. Hatch, Hattie E., Black Mountain, N. C. 9 years.
37. Hatch, Rose L. (Mrs. H. H. Hunt), died July 30, 1911. 2 years.
38. Hennings, Stella A., Elgin, Ill. 5 years.
39. Herndon, Lena, Springfield, Ill. 6 years.
40. Huber, Crescenta, McCormick School, Chicago. 11 years.
41. Jordan, Estella (Mrs. F. L. Bennett), Franklin Grove, Ill. 2 years.
42. Lascelles, Ida B., Evanston, Ill. 11 years.
43. Lee, Eva Grace, Fort Collins, Colo. 8 years.
44. Lloyd, William R., Oak Park, Ill. 1 year.
45. Lowman, Charles E., Prin. Pub. Schools, Forreston, Ill. 11 years.
46. MacMillan, Helen (Mrs. W. H. Allyn), Waverly, Ill. 5 years.
47. McBride, Charlotte M. (Mrs. D. E. Russell), Rockefeller, Ill. 7 years.
48. Meyer, Julia E., Student, Universtiy of Chicago, Chicago, Ill. 10 years.
49. Murtfeldt, Minnie A., Rockford, Ill. 11 years.
50. Myers, Nettie Daisy, Chadwick, Ill. 2 years.
51. Nelson, Sena C., Flasher, N. Da. 9 years.
52. Obye, Katherine H., Galena, Ill. 10 years.
53. Patten, Elizabeth N. (Mrs. C. F. Toenniges), DeKalb, Ill. 1 year.
54. Phalen, Irene A. (Mrs. J. J. Cooney), Woodstock, Ill. 5 years.
55. Phillips, Eugene M., LaGrange, Ill. 8 years.
56. Poust, Roy Merton, Prin. High School, Milton, S. D. 10 years.
57. Ragland, Lewis W., Supt. City Schools, Greenfield, Ill. 9 years.
58. Scott, Clara L. (Mrs. F. Berger), Spokane, Wash. 5 years.
59. Smith, Mary M. (Mrs. C. E. Lowman), Forreston, Ill. 2 years.
60. Spence, Olive A. (Mrs. J. W. Carrin), Evanston, Ill. 4 years.
61. Taylor, Elizabeth, Tacoma, Wash. 11 years.
62. Walter, Cora V., Student Battle Creek, Mich. 6 years.
63. Watson, Edith M. (Mrs. G. C. Cary), Boulder, Colo. 1 year.
64. White, Adda M., Genoa, Ill. 1½ years.
65. Wright, Ivy S. (Mrs. Stuart L. Bartram), Oak Park, Ill. 9 years.

Catalogue and Course of Study.

CLASS OF 1902

66. Adams, Mildred (Mrs. Frank Robinson), Oregon, Ill. 2 years.
67. Bayley, Mary A. (Mrs. Fim Murra), Newton Center, Mass. 1 year.
68. Bodenschatz, Emily C., Elgin, Illinois. 10 years.
69. Boehringer, Cora Louise, Prin. Training School, Springfield, Ill. 11 years.
70. Brandt, Grace M., Metropolitan Business College, Chicago. 8 years.
71. Bratton, Maude E., Kankakee, Ill. 6 years.
72. Brundage, Kate A. (Mrs. Clarence B. Howard), Portland, Ore. 8 years.
73. Burns, Gertrude M., (Mrs. Harry A. Sawyer), Cumberland Mills, Maine. 7 years.
74. Cool, Mary F. (Mrs. L. S. Bowe), Bloomington, Ill. 5 years.
75. Dunbar, Pearl A., Elgin, Ill. 10 years.
76. Eades, Jessica M. (Mrs. David Marshall), Irving Park, Ill. 1 year.
77. Farr, Elsie F. (Mrs. David Madden), Rockford, Ill. 4 years.
78. Ferguson, Clarence H. 5 years.
79. Fitzpatrick, Margaret, Irving Park School, Chicago, Ill. 10 years.
80. Frederick, James Ivan, died in Chicago, January 10, 1908. 5½ years.
81. Garretson, Mary V. (Mrs. H. H. Vent), DeKalb, Ill. 4 years.
82. Garrity, Anna J. (Mrs. S. A. Crowley), Ottumwa, Iowa. 5 years.
83. Goodyear, Bertha D., Aberdeen, S. D. 9 years.
84. Gregory, Lottie B., Rockford, Ill. 10 years.
85. Griffith, Katherine M., Ashton, Ill. 2 years.
86. Gruenewald, Emma D., Highland Park, Ill. 10 years.
87. Hayes, Lenora B., Chicago, Ill. 10 years.
88. Huges, Hattie V., Batavia, Ill. 9 years.
89. Kays, Victor C., Prin. State Agricultural School, Jonesboro, Ark. 5 years.
90. Lenehan, Carolyn (Mrs. Francis Withers), Manteno, Ill. 7 years.
91. Lilley, Marion (Mrs. E. L. Woodward), Aurora, Ill. 4 years.
92. Lyons, Elizabeth E., Schley School, Chicago. 10 years.
93. Lyons, Louise G. (Mrs. Roche), DeKalb, Ill. 3 years.
94. Madden, David G., Rockford, Ill. 2 years.
95. Malone, Edward P., DeKalb, Ill.
96. Mitchell, Julia D., Fuller School, Chicago. 10 years.
97. Mofet, William R., Phoenix, Arizona. 1 year.
98. Ness, Henry, State Agricultural School, Jonesboro, Ark. 6 years.
99. Nichols, Edgar F., Supt. Public Schools, Wenona, Ill. 10 years.
100. Nilson, Elsie U. (Mrs. H. J. Bessen), Harvey, N. D. 4 years.
101. Philbrook, Mrs. Maud S., Bisbee, Ariz. 3½ years.
102. Phillips, Ethel M. (Mrs. Allen R. Owen), Riverside, Ill. 8 years.
103. Porcheur, Eugene F., Los Angeles, Cal. 7 years.
104. Pratt, Ada A., Elgin, Ill. 7 years.
105. Rady, Agnes T., Blue Island, Ill. 2 years.
106. Reed, Edna B. (Mrs. Hoffman), Rock Island, Ill. 8 years.
107. Rice, Ethel V., Moseley School, Chicago, Ill. 10 years.
108. Richardson, Miriam D. (Mrs. J. D. Taplin), Belvidere, Ill. 3 years.
109. Robinson, Agnes G., Spry School, Chicago, Ill. 10 years.
110. Rowley, Edith, Quincy, Ill. 10 years.
111. Rowley, Lizzie W., Quincy, Ill. 10 years.
112. Sanford, Lewis R., Sycamore, Ill. 4 years.
113. Shields, Dorothy (Mrs. L. E. Putt), Aurora, Ill. 3 years.
114. Smith, Eda V. (Mrs. Pundt), Carpentersville, Ill. 4 years.
115. Sovereign, Edith P., Rockford, Ill. 10 years.

The Northern Illinois State Normal School.

116. Starin, Mabel M., Wadsworth School, Chicago, 10 years.
117. Stiles, Mabel B., (Mrs. F. W. Castle), Elgin, Ill. 4 years.
118. *Stuart, Alta D., DeKalb, Ill. 10 years.
119. Wagner, Lillian E., Morgan Park, Ill. 10 years.
120. Williams, Bertha M., Sterling, Ill. 10 years.
121. Woodman, Edith (Mrs. W. G. Bliss), Maywood, Ill. 9 years.
122. Zilligen, Mamie, Hazelcrest, Ill. 8 years.
*Received Diploma for Four-Year Course also, June 20, 1907.
- CLASS OF 1903
123. Ackert, James E., University of Illinois, Asst. in Zoölogy. 7 years.
124. Baird, Grace J., Urbana, Ill. 7 years.
125. Benedict, Mrs. Cora T., teacher N. I. S. N. S. DeKalb, Ill. 8 years.
126. Brainerd, Ethelyn (Mrs. C. C. Perkins), Pueblo, Colo. 3 years.
127. Clifford, Jean M., 5624 Calumet Ave., Chicago, Ill. 3 years.
128. Coburn, Golda (Mrs. George J. Downing), Dixon, Ill. 6 years.
129. Cody, Mary E., Aurora, Ill. 9 years.
130. Crapser, Jessamine, Evanston, Ill. 9 years.
131. Cunniff, Emma C., Hibbing, Minn. 9 years.
132. Dore, Catherine M., McCormick School, Chicago, Ill. 9 years.
133. Dowdall, Lenora E., DeKalb, Ill. 8 years.
134. Elliott, Anna Gertrude, 5352 Indiana St., Chicago, Ill. 9 years.
135. Etling, Emma (Mrs. Dennison), Grand Rapids, Mich. 4 years.
136. Garretson, Alice I., Seattle, Wash. 8 years.
137. Glover, Bertha R., Ottawa, Ill. 9 years.
138. Goble, Viola S. (Mrs. A. Rosette), Shabbonna Grove, Ill. 3 years.
139. Greenlee, Margaret, Argyle, Ill. 8 years.
140. Grimes, Effie Madge, Batavia, Ill. 9 years.
141. Gross, Lena (Mrs. C. J. Cody), Clearwater, Kan. 5 years.
142. Grove, Gertrude (Mrs. Fred H. Brundage), Pedro Miguel, Panama.
6 years.
143. Hausen, Henry W., Monroe School, Chicago. 9 years.
144. Hayes, Mrs. Katharine T., Melrose Park, Ill. 6 years.
145. Heald, Anna M. (Mrs. E. M. McDowell), Marseilles, Ill. 3 years.
146. Heuman, Edith E., Elgin, Ill. 9 years.
147. Hogan, Loretta A., Seneca, Ill. 9 years.
148. Isaacson, Hulda C. (Mrs. David Teeple), Crivitz, Wis. 6 years.
149. Johnson, Mattie B., DeKalb, Ill. Died in DeKalb, June 7, 1910. 4
years.
150. Keeler, Fred C., Peoria, Ill. 4 years.
151. Kiehle, Shirley, Evanston, Ill. 9 years.
152. Kruse, Anna C. (Mrs. G. J. Ball), Glen Ellyn, Ill. 6 years.
153. Leach, Bessie E. (Mrs. Whitestruck), Elgin, Ill. 8 years.
154. Lucas, Paul Jackson. Died in Longmont, Colo., March 31, 1907. 3
years.
155. McLean, Addie L., Critic Teacher N. I. S. N. S., DeKalb, Ill. 8 years.
156. Mallin, Winnifred L., Tennyson School, Chicago, Ill. 9 years.
157. Marshall, Jeannie M., Lombard, Ill. 8 years.
158. Murra, Fim, Newton Center, Mass. 4 years.
159. O'Hare, Sadie M. (Mrs. D. B. Comegys), Seneca, Ill. 8 years.
160. Paulson, Charlotte, Chicago, Austin Station. 7 years.
161. Paulson, Lillian (Mrs. Chas. W. Herscher), Charleston, W. Va. 7
years.
162. Pohl, Minnie H., Hayward, Cal. 8 years.
163. Pratt, Florence M., Peoria, Ill. 2 years.
164. Puffer, Hal E., Buffalo, N. Y. 3 years.

Catalogue and Course of Study.

165. Robbie, Mary S. (Mrs. F. T. Perrin), Aurora, Ill. 5 years.
166. Spring, Nellie, Seattle, Wash. 9 years.
167. Stanton, Martha C. Died September 3, 1910.
168. Stetzler, Lloyd, Hibbing, Minn. 8 years.
169. Talmadge, Alice (Mrs. I. W. Ware), died in Oregon, Ill., August 9, 1907. 2 years.
170. Tazewell, Edna M., DeKalb, Ill. 9 years.
171. Thornton, Bessie A. (Mrs. R. C. Wilson), Rockford, Ill. 8 years.
172. Van Epps, Ida M., Belvidere, Ill. 6 years.
173. Wheaton, Elsie M. (Mrs. Mies), Saunemin, Ill. 5 years.
174. Wilson, Abbie J. (Mrs. T. Gunning), Princeton, Ill. 3 years.
175. Wilson, Mary M. (Mrs. Max P. Willy), Chicago, Ill. 8 years.
176. Winne, Mrs. Mattie K., Burnside School, Chicago, Ill. 9 years.

CLASS OF 1904

177. Adams, Nida Mary (Mrs. L. E. Taylor), Sterling, Ill. 6 years.
178. Alley, Mary, Libby School, Chicago. 7 years.
179. Alsterlund, Mabel A., Moline, Ill. 8 years.
180. Althouse, Homer D., Oregon, Ill. 3 years.
181. Baie, Tillie C., DeKalb, Ill. 8 years.
182. Banker, Grace L., Aurora, Ill. 8 years.
183. Bardmas, Dora Alice (Mrs. J. R. Ayers), Bonners Ferry, Idaho. 6 years.
184. Barnsback, Birdie, St. Louis, Mo. 7 years.
185. Barradell, Albert E., Oak Park, Ill. 6 years.
186. Brant, Mary K., Otis School, Chicago. 8 years.
187. Brown, Mrs. Clara Ella, Waterloo, Ill. 8 years.
188. Bryant, Ethel F. (Mrs. E. J. Myers), Durango, Colo. 3 years.
189. Carolus, Edith M. (Mrs. J. G. Dieterle), Sterling, Ill. 2 years.
190. Coultas, Ethel M. (Mrs. O. G. Pike, Chicago, Ill. 2 years.
191. Cusator, Mary E., Jamestown, N. D. 6 years.
192. Davis, Alice Louise, River Forest, Ill. 7 years.
193. Dawson, Dorothy J. (Mrs. T. F. Scoggin), Aurora, Ill. 7 years.
194. Dearborn, Lydia W., Mass City, Mich. 6 years.
195. Ely, Ruth Torrey (Mrs. J. E. Berquist), Morgan Park, Ill. 3 years.
196. Fahrney, Florence K., Boise City, Idaho. 7 years.
197. Fuller, Mary E., Pomona, Cal. 6½ years.
198. Gibbs, Mildred (Mrs. I. J. Farrell), DeKalb, Ill. 1 year.
199. Gilpatrick, Emily L., Danville, Ill. 8 years.
200. Green, Alice E. (Mrs. Clifford Earle), Portland, Ore. 4 years.
201. Hendricks, Anna, Foster School, Chicago. 8 years.
202. Henning, Isabel V. (Mrs. Boyer), Chicago, Ill. 6 years.
203. Kelly, Katherine, St. Charles, Ill. 8 years.
204. Kingsbury, Mrs. Stella E., Tacoma, Wash. 8 years.
205. Kitson, Ethel V. A., Barrington, Ill. 6 years.
206. Koehler, Elsa I., Minneapolis, Minn. 8 years.
207. Langworthy, L. R., Superintendent, Santa Ana, Cal. 7 years.
208. Lotz, Cora S. (Mrs. L. F. Palmer), Aurora, Ill. 4 years.
209. McCleary, Lepha G., Chadwick, Ill. 5 years.
210. McEwan, Frances R., Riverside, Ill. 8 years.
211. McLean, Sarah, Streator, Ill. 7 years.
212. Mann, Jessie R., Assistant in Biology, N. I. S. N. S., DeKalb. 7 years.
213. Mason, Anna E., Riverside, Cal. 8 years.
214. Mitchell, Maude E. (Mrs. C. F. Otis) Billings, Mont. 5 years.
215. Nichols, Marvin, Asst. in Science, Mankato Normal School. 6 years.
216. Nicholson, Marguerite M., Brown School, Chicago, 7 years.

The Northern Illinois State Normal School.

217. Patchin, Ethel M. (Mrs. L. E. Wolcott), Batavia, Ill. 1 year.
 218. Peebles, Edith A., Hinsdale, Ill. 8 years.
 219. Pepper, Homer W., Chicago, Ill. 6 years.
 220. Peterson, Mary E. (Mrs. I. A. Wetzell), Sycamore, Ill. 5 years.
 221. Plummer, Ruth, Redland, Florida. 6 years.
 222. Redeker, Ella A., Elgin, Ill. 5 years.
 223. Richardson, Alice M., Elgin, Ill. 8 years.
 224. Ritzman, Floyd R., Prin. Glidden School, DeKalb, Ill. 8 years.
 225. Robson, Julia Louise, Pones School, Chicago. 8 years.
 226. Roth, Lillian M., Rock Island, Ill. 8 years.
 227. Rovestad, Gudrun, Elgin, Ill. 5 years.
 228. Scott, Maude E., Hedges School, Chicago, Ill. 8 years.
 229. Selliken, Manda, Nixon School, Chicago, Ill. 8 years.
 230. Smith, Clara B. (Mrs. Joseph Philbrick), Brooklyn, N. Y. 6 years.
 231. Sweeney, Kathryn R., Lafayette School, Chicago, Ill. 8 years.
 232. Talbot, Mary H. (Mrs. H. J. Mitchell), Joliet, Ill. 5 years.
 233. Tazewell, Zada Z., died April 12, 1911. 4 years.
 234. Tearney, Orville A., director of Manual Training, Galveston, Texas. 7 years.
 235. Troxell, Eleanor, Critic, Oxford, Ohio. 7 years.
 236. Vatter, Rose A., Wadsworth School, Chicago. 8 years.
 237. Wahl, Lydia Ann., died in Beloit, Wis., Nov. 4, 1906. 2 years.
 238. Ward, Lulu G. (Mrs. Carl Miller), Austin, Ill. 5 years.
 239. Wetzell, Emma E., Elgin, Ill. 8 years.
 240. Wiltse, John C., Cortland, Ill. 1 year.
 241. Zimmer, Genevieve F., Moline, Ill. 8 years.
 242. Zoller, Florence E. (Mrs. Ed. Duncan), DeKalb, Ill. 3 years.
- CLASS OF 1905
243. Baker, Carolyn V., Santa Cruz, Cal. 7 years.
 244. Baker, Evelyn D. (Mrs. C. J. Whiting), Gilroy, Cal. 4 years.
 245. Barr, Gertrude P., Joliet, Ill. 7 years.
 246. Calloway, Ezra S., Grand Junction, Colo. 4 years.
 247. Carmichael, Edith C. (Mrs. Morris Markham), St. Louis, Mo.
 248. Cary, Charlotte L. (Mrs. Roy L. Hendrickson), Seattle, Wash. 7 years.
 249. Cockfield, Mabel, Oak Park, Ill. 7 years.
 250. Conley, Chas. C., Student University of Chicago. 5 years.
 251. Dart, Augusta S., Rock Island, Ill. 7 years.
 252. Dewey, Mabel J., assistant in English N. I. S. N. S., DeKalb. 5 years.
 253. Donovan, Mabel W., Woodstock, Ill. 6 years.
 254. Dunn, Elizabeth M., Tacoma, Wash. 7 years.
 255. Du Von, Mabel T., Marengo, Ill. 7 years.
 256. Elliot, Mary Gertrude, Seattle, Wash. 7 years.
 257. Farr, Alvin L., Des Moines, Iowa. 5 years.
 258. Grimwood, Ada J. (Mrs. Barnard), Fresno, Cal. 6 years.
 259. Haight, Irene G., Evanston, Ill. 5 years.
 260. Hartwell, Julia M., Morgan Park, Ill. 5 years.
 261. Harvey, Edith M., Lake Forest, Ill. 7 years.
 262. Higinbotham, Helen, Elgin, Ill. 7 years.
 263. Hurley, Coila Pearl, St. Charles, Ill. 7 years.
 264. James, Nellie (Mrs. H. F. Schell), Madison, Wis. 6 years.
 265. Johnson, Lillie A., Batavia, Ill. 6 years.
 266. Jordan, DeEtta J., (Principal of Public Schools) Cortland, Ill. 6 years.
 267. King, Lora G., Menominee Falls, Wis. 4 years.

Catalogue and Course of Study.

268. McChesney, Caroline R., Myra Bradwell School, Chicago. 6 years.
269. Mercer, Irene, Columbus, Wis. 5 years.
270. Montgomery, Grace A. (Mrs. C. C. McCune), Polk, Neb. 2 years.
271. Mull, Cora E., Ray School, Chicago. 7 years.
272. Nashold, Fred W. 1 year.
273. Nelson, Annie, Irving Park School, Chicago. 7 years.
274. Nelson, Flora G. (Mrs. J. A. Clyne), Maple Park, Ill. 2 years.
275. Partridge, Charlotte R., student in Art Institute, Oak Park, Ill. 5 years.
276. Partridge, Eleanor O. (Mrs. A. J. Harris), Oak Park, 3½ years.
277. Patten, Sarah Elizabeth, Yuma, Colo. 5 years.
278. Rahn, Mrs. Alida, Morse School, Chicago. 7 years.
279. Reed, Myrtle A. (Mrs. Fred Goble), Calipan, Mindora, P. I.
280. Reichardt, John H., Grand Haven, Mich. 3 years.
281. Rowley, Bess, Dixon, Ill. 7 years.
282. Samter, Gertrude (Mrs. C. F. Lewis), Marengo, Ill. 3 years.
283. Shea, John F. E., Dimmick, Ill. 4 years.
284. Skiles, James Roy, Prin. Training School N. I. S. N. S., 6 years.
285. Truax, Allison E., Prin. Public School, Chadwick, Ill. 7 years.
286. Turner, Edith C., Flagstaff, Arizona. 5 years.
287. Way, Flora, Harvey, Ill. 7 years.
288. West, Dorothy R., Decatur, Ill. 7 years.
289. Wilson, Mae E. (Mrs. J. A. Meeker), New York City. 2½ years.
290. Zellar, Vera P. (Mrs. W. H. Parker), Chicago, Ill. 1 year.

CLASS OF 1906

291. Anderson, Hilma A., Seattle, Wash. 6 years.
292. Andrews, Sybil E., Woodstock, Ill. 5 years.
293. Austin, Catherine J., Woodstock, Ill. 2 years.
294. Austin, Vida A., Gary, Ind. 1 year.
295. Bragg, Edna O., Mendota, Ill. 5 years.
296. Brennenman, Erna M., Helena, Montana. 5 years.
297. Broderick, Mary F., Marquette School, Chicago, Ill. 6 years.
298. Byers, Grace I. (Mrs. F. S. Hadfield), Cincinnati, O. 1 year.
299. Challand, Grace, Oak Park, Ill. 2 years.
300. Chase, Eleanor D., Rockford, Ill. 6 years.
301. Cooley, Anna, Portland, Ore. 5 years.
302. Davidson, Roxalena (Mrs. T. S. Hoff), Batavia, Ill. 4½ years.
303. Devine, Laura Gedge (Mrs. P. A. Singer), Chicago, Ill. 3 years.
304. Diefenthaler, Susie, Freeport, Ill. 6 years.
305. Dobbin, Anna M., Cheyenne, Wyo. 6 years.
306. Eck, John W., Director Manual Training, Moorhead, Minn. 4 years.
307. Edwards, Gertrude, Peru, Ill. 6 years.
308. Erb, Mabel A., Waukegan, Ill. 6 years.
309. Erwin, Emma, Chicago Heights, Ill. 6 years.
310. Fellows, Abbie M., Springfield, S. D. 6 years.
311. Finkenbinder, Walter, Stockton, Ill. 5 years.
312. Glidden, Josephine F., Student University of Wisconsin. 5 years.
313. Grattelo, Florence A., Streator, Ill. 6 years.
314. Hanrahan, Alice K., Delavan, Wis. 4 years.
315. Hayward, Olive M., Janesville, Wis. 1 year.
316. Heine, Anna M., Tacoma, Wash. 6 years.
317. Hesselbaum, Caroline, Evanston, Ill. 6 years.
318. Kays, Donald J., student University of Illinois. 3 years.
319. Kemp, Elizabeth M., Lake Forest, Ill. 5 years.
320. Kleckner, Bertha D. (Mrs. N. C. Phillips), Freeport, Ill. 3 years.

The Northern Illinois State Normal School.

321. Kochsmeier, Meta E., E. Freeport, Ill. 6 years.
 322. Lewis, Julia (Mrs. W. G. Fraser), Port of Spain, Trinidad, British West Ind. 1 year.
 323. McDole, Ada C. (Mrs. C. W. Manning), Lombard, Ill. 5 years.
 324. McQueen, Virginia, Charleston, W. Va. 4 years.
 325. Meese, Lillian G. (Mrs. Theodore Kolb), Park Ridge, Ill. 3 years.
 326. Morse, Maude B. (Mrs. George Sawyer), Oasis, Neb. 3 years.
 327. Muzzey, Bertha M. (Mrs. Lawrence Morrison), Milwaukee, Wis. 1 year.
 328. Nelson, Lucile A., Buhl, Idaho. 6 years.
 329. Newton, Clara B., Belvidere, Ill. 5 years.
 330. Noel, Corinna (Mrs. Gilbert Traveller), Alamosa, Colo. 4 years.
 331. Overholser, Vinnie, Sterling, Ill. 6 years.
 332. Parker, Cecilia M., Roselle, Ill. 3 years.
 333. Perry, L. Day, Supervisor Manual Training, Joliet, Ill. 6 years.
 334. Peterson, Alma G., DeKalb, Ill. 6 years.
 335. Phillips, Edith M., Elgin, Ill. 6 years.
 336. Quinlan, Katharine, Oak Park, Ill. 6 years.
 337. Rodger, Mary J., Gardner, Ill. 6 years.
 338. Rosencrans, Mae (Mrs. Griffith Humphrey), Chicago, Ill. 2 years.
 339. Runner, Edna M., Charles City, Ia. 5 years.
 340. Schell, Harmon F., student University of Wisconsin. 5 years.
 341. Schneider, Emma D. (Mrs. A. Pecks), Chicago, Ill. 3 years.
 342. Seneff, Bertha A., Rock Falls, Ill. 6 years.
 343. Sherwood, Golda F., DeKalb, Ill. 6 years.
 344. Spoor, Gertrude J., Chicago, Ill. 6 years.
 345. Swift, Olive, DeKalb, Ill. 2½ years.
 346. Tanner, Florence M., Sup. of Domestic Arts, Champaign. 5 years.
 347. Townley, Carrie E., Elizabeth, N. J. 6 years.
 348. VanderVeer, Hazel W., Elgin, Ill. 6 years.
 349. Vial, Sarah A., Pittsburg, Kan. 4 years.
 350. Walker, Joseph R., Prin. Public School, Utica, Ill. 6 years.
 351. White, Grace, Hinckley, Ill. 6 years.
 352. Wichman, Hannah L., Benicia, Calif. 6 years.
 353. Wiswall, Hazel A., DeKalb, Ill. 2 years.
 354. Wiswall, Vera M., DeKalb, Ill. 1 year.
 355. Worthington, Ethel, Oak Park, Ill. 6 years.
 356. Wright, Clark G., Prin. Pub. Schools, Lombard, Ill. 6 years.
- CLASS OF 1907
357. Brennan, Lucie A., Visalia, Cal. 4 years.
 358. Briggs, Elda Gertrude, Franklin, Neb. 5 years.
 359. Bryant, Emma F. (Mrs. D. M. Swarthout), Jacksonville, Ill. 1 year.
 360. Carbonell, Marianao, Manila, P. I. 4 years.
 361. Carpenter, Helen F., critic Normal School, Bloomsburg, Pa. 5 years.
 362. Chamberlain, Maude E., Capron, Ill. 2 years.
 363. Cole, Francis W., student University of Chicago. 4 years.
 364. Connell, I. Fern, Waukegan, Ill. 5 years.
 365. Cornell, William S., Sugar Grove, Ill. 2 years.
 366. Crumb, Frances, Rockford, Ill. 5 years.
 367. Dean, Dolly I., Todd Seminary, Woodstock, Ill. 4 years.
 368. Drury, Aldana A. (Mrs. R. Sorenson), Park Ridge, Ill. 5 years.
 369. Evans, Lewellen Hunt, Oak Park, Ill. 5 years.
 370. Fay, Bertha Harmon, Fulton, Ill. 5 years.
 371. Freeland, Viola, Thatcher, Arizona, 5 years.
 372. Gale, Alberta, Freeport, Ill. 5 years.

373. Grube, Anna L., Los Angeles, Cal.
374. Hammond, Jane B., DeKalb, Ill. 5 years.
375. Hayford, Mildred, Waukesha, Wis. 5 years.
376. Hiland, Ada A. (Mrs. J. J. Marshall), Denver, Colo. 2 years.
377. Horan, Sallie, Supervisor of Music, Dubuque, Ia. 4 years.
378. Johnson, Grace V., Moline, Ill. 5 years.
379. Klamser, Elsie M., Aurora, Ill. 5 years.
380. Lane, Gilberttena, Los Angeles, Cal. 5 years.
381. Lunde, Hattie J., South Bend, Ind. 3 years.
382. Lundgren, Effie, Elgin, Ill. 5 years.
383. McAllister, Josephine, Seattle, Wash. 5 years.
384. McNerney, Winifred (Mrs. W. T. Tobin), Telluride, Colo. 4 years.
385. Mallin, Maud, River Forest, Ill. 5 years.
386. Miller, Emily E., Lake Bluff, Ill. 5 years.
387. Mitchell, Ethelyn, Elgin, Ill. 5 years.
388. Morris, Mylitta, Amboy, Ill. 5 years.
389. Nera, Antonio, Manila, P. I. 5 years.
390. Newcomer, Edna (Mrs. Olwin), Pasadena, Cal.
391. Nilson, Minnie A., Sycamore, Ill. 5 years.
392. Obye, Harriet, Galena, Ill. 5 years.
393. Olsen, Mabel E., Elgin, Ill. 5 years.
394. Peterson, Emma W., Wauhoo, Neb. 5 years.
395. Ramirez, Gregorio, Bokawe Bulacan, P. I. 5 years.
396. Richardson, Ivy A., Richmond, Ill. 3 years.
397. Rodger, Sarah M. (Mrs. P. N. Olsen), Gardner, Ill. 3½ years.
398. Ross, Hilma L., Principal Haish School, DeKalb, Ill. 5 years.
399. Sagle, A. Mae, Sterling, Ill. 5 years.
400. Sarbaugh, Edith E., Oak Park, Ill. 5 years.
401. Saxton, Ruth, Belvidere, Ill. 5 years.
402. Schnebly, Jennie, Alhambra, Cal. 3 years.
403. Shoger, Mary C., Aurora, Ill. 5 years.
404. Sholes, Ruth W., Sioux City, Iowa. 3½ years.
405. Slater, Berdella, Waukegan, Ill. 5 years.
406. Smith, Grace P., Geneva, Ill. 5 years.
407. Starring, Adaline (Mrs. F. L. Hanson), Petersboro, Ont. 4 years.
408. Stephens, Bessie E. (Mrs. John S. Valentine), Sycamore, Ill. 3 years.
409. Stevenson, Genevieve, St. Charles, Ill. 5 years.
410. Stockley, Esther Lucile (Mrs. W. W. Bruner), Anacortes, Wash. 3 years.
411. Swarthout, Alice M., Jackson, Mich. 5 years.
412. Thomson, Martha, Ludington, Mich. 5 years.
413. Uthoff, Mary L., Princeton, Ill. 5 years.
414. Voigt, Alfreda, Freeport, Ill. 5 years.
415. Ward, Mabel C., Elgin, Ill. 5 years.
416. Woodburn, Mary A., Maywood, Ill. 4 years.
- CLASS OF 1908
417. Adams, Alice V., Sycamore, Ill. 4 years.
418. Adams, Helen, Forest Park, Ill. 4 years.
419. Arntzen, Inga I., Sycamore, Ill. 3 years.
420. Arreza, Lino, Cantilan Surigao, P. I. 4 years.
421. Bechstein, Rosalie D. (Mrs. H. H. Moriarity), Mokena, Ill. 2 years.
422. Benson, Stella, Newhall, Cal. 4 years.
423. Bockius, Dorothy O. (Mrs. C. A. Anderson), Portland, Ore. ½ year.
424. Borwell, M. Irene, La Grange, Ill. 4 years.
425. Brakel, Anna E., Portland, Ore. 3 years.

The Northern Illinois State Normal School.

426. Britton, Gladys I., Elgin, Ill. 4 years.
427. Brown, Roberta, student University of Illinois. 2 years.
428. Burgess, Alice M., Chicago Heights, Ill. 4 years.
429. Byers, Belle A., Kirkland, Ill. 4 years.
430. Campbell, Ruth F., Elgin, Ill. 4 years.
431. Carney, Mary Vance, Marseilles, Ill. 4 years.
432. Chelseeth, Amelia C., Elgin, Ill. 4 years.
433. Cody, Irene M., Sheridan, Ill. 3 years.
434. Courts, Bertha M., Austin, Ill. 4 years.
435. Cushing, Irene M., Brookfield, Ill. 4 years.
436. Dearlove, Carol M., DesPlaines, Ill. 4 years.
437. Dixon, Floy L., Lake Forest, Ill. 3 years.
438. Earle, Ruth S., Sioux City, Ia. 4 years.
439. Elder, Elsie K., Des Plaines, Ill. 4 years.
440. Finkenbinder, Erwin, student Clark University. Worcester, Mass.
441. Fitch, Mary, critic Glidden School, DeKalb. 3 years.
442. Foster, Nellie Mae, Seattle, Wash. 4 years.
443. French, Catherine Rachel, Wheaton, Ill. 4 years.
444. Friesenecker, Emma K., Galena, Ill. 4 years.
445. Fulton, Laura M., Steger, Ill. 3½ years.
446. Gilbert, Clara S., Lombard, Ill. 3 years.
447. Hall, Homer, student University of Illinois. 1½ years.
448. Hamilton, Edith S. (Mrs. William Treziyulny), Sycamore, Ill. 2 years.
449. Hanrahan, Mae H., DeKalb, Ill. 4 years.
450. Hartwell, Laura S., Paw Paw, Ill. 4 years.
451. Hartwell, Louise S., Paw Paw, Ill. 2 years.
452. Hazeman, Amanda, McGregor, Ia. 3 years.
453. Hebert, Edith H. (Mrs. C. W. Howe), Sioux City, Ia. 4 years.
454. Heitter, Martin Luther, Shakopee, Minn. 4 years.
455. Hendricks, Hazel D. (Mrs. A. B. Mathew), Round Grove, Ill. 2 years.
456. Henry, Florence L., Elgin, Ill. 4 years.
457. Herrick, Helen F. (Mrs. W. F. Martin), DeKalb, Ill. 3 years.
458. Holley, Charles E., student University of Illinois. 2 years.
459. Holt, Marx, Private School for Boys, University of Chicago. 3 years.
460. Jacobs, Nellie M., Riverside, Ill. 4 years.
461. Jaquish, Bessie Minneapolis, Minn. 4 years.
462. Jensen, Emma, Elgin, Ill. 4 years.
463. Johnston, Alma M., Byron, Ill. 3 years.
464. Kays, Albert R., Magnolia, Ill. 1 year.
465. Kendel, Esta, Hedgesville, Mont. 4 years.
466. Kissick, Eena, Tiskilwa, Ill. 4 years.
467. Kitterman, Marion, Tiskilwa, Ill. 4 years.
468. Koch, Clara L., Sandwich, Ill. 4 years.
469. Langwill, Martha C., student University of Wis. 3 years.
470. Leonard, Margaret B., Riverside, Ill. 3 years.
471. Lester, Mary M., Lake Forest, Ill. 4 years.
472. Long, Ione B., Elgin, Ill. 4 years.
473. Love, Ethel L., Evanston, Ill. 4 years.
474. Lundberg, Elva, student University of Wisconsin. 2 years.
475. McAllister, Bessie L., Seattle, Wash. 4 years.
476. McIntyre, Belle M., student Jacksonville, Ill. 2 years.
477. Madden, Irwin A., Professor of Agriculture, Illinois State Normal University, Normal, Illinois. 3 years.
478. Madden, J. Warren, Atwood, Ill. 2 years.
479. Manley, Pearl, Yorkville, Ill. 4 years.

Catalogue and Course of Study.

480. Maxson, Evelyn, student University of Illinois. 3 years.
481. Miner, Nina V. (Mrs. Arthur G. Mayo), Rockford, Ill. 4 years.
482. Mork, Anna L., Belvidere, Ill. 3½ years.
483. Morris, Jennie M., Rochelle, Ill. 4 years.
484. Nash, Clara A., Elizabeth, Ill. 4 years.
485. Nye, Kate E., Cambridge, Ill. 3 years.
486. O'Donnell, Mabel C., Aurora, Ill. 4 years.
487. Ohlmacher, Gertrude A., McNabb, Ill. 3 years.
488. O'Kane, Wm. H., Roseberry, Idaho. 3 years.
489. O'Neil, Nora Irene (Mrs. Lucius Stone), Maywood, Ill. 2 years.
490. Orner, Elizabeth A., Franklin Grove, Ill. 3 years.
491. Parker, Edith A., Lee, Ill. 3 years.
492. Petteys, Hazel, Elgin, Ill. 3 years.
493. Powers, Elizabeth B., Twin Falls, Idaho. 4 years.
494. Puffer, Ray H., Prin. Pub. Schools, Malta, Ill. 4 years.
495. Raup, Ethel Oak Park, Ill. 4 years.
496. Roan, Rose N., Hebron, Ill.
497. Roberts, Nellie G., DeKalb, Ill. 3 years.
498. Roe, Elizabeth R., Roanoke, Ill. 4 years.
499. Rorig, Gertrude E., Elgin, Ill. 4 years.
500. Rowley, Frances Josephine (Mrs. A. J. Hutchins), Hanover, Mich.
3 years.
501. Rowley, Nell M., Chicago Heights, Ill. 4 years.
502. Safford, Ruth B., Asst. in English, Argicultural College, Ames, Iowa.
3 years.
503. Stokes, Blanche M., Los Angeles, Cal. 4 years.
504. Stoller, Marie, Paw Paw, Ill. 4 years.
505. Stott, Mina E., student University of Illinois. 3 years.
506. Swift, Ethel V., DeKalb, Ill. 2 years.
507. Tennant, Elizabeth A., Elgin, Ill. 4 years.
508. Tenny, Bessie P., Downers Grove, Ill. 4 years.
509. Toline, Hilma C., Moline, Ill. 4 years.
510. Toms, Estella M. (Mrs. F. L. Godfrey), Elizabeth, Ill. 3 years.
511. Van Galder, Marion M., Sycamore, Ill. 4 years.
512. Vroom, Elma, Twin Falls, Idaho. 4 years.
513. Ward, Beatrice G., Sioux Falls, So. Da. 4 years.
514. Wilder, Louise M., DeKalb, Ill. 4 years.
515. Wray, Margaret S., student Teachers College, N. Y. 3 years.
516. Young, Margaret A. (Mrs. S. R. Paddock), Palatine, Ill. 3 years.
CLASS OF 1909
517. Atkins, Grace B., DesPlaines, Ill. 3 years.
518. Badgley, Ila G., DeKalb, Ill. 2 years.
519. Ballou, Fannie L., Riverside, Ill. 3 years.
520. Barnes, Florence A., Douglas, Ariz. 3 years.
521. Bautista, Santiago, Prin. San Isidor, P. I. 3 years.
522. Bollinger, Florence, Evanston, Ill. 3 years.
523. Boomer, Marion J., Gilbert, Minn. 3 years.
524. Borman, Mabel M., Morrison, Ill. 3 years.
525. Bowers, Moldred G., Moline, Ill. 3 years.
526. Brezer, Mollie C., Kooskia, Idaho. 2 years.
527. Brothers, Clark A., Supt. Schools, Dwight, Ill. 1½ years.
528. Burgess, Agnes G., La Grange, Ill. 3 years.
529. Campbell, Mildred A. (Mrs. D. P. Edgar), Chicago.
530. Carney, Mabel, Normal, Ill. 3 years.
531. Cecil, Jessie I., Princeton, Ill.

The Northern Illinois State Normal School.

- 532. Cody, Hortense M., Aurora, Ill. 3 years.
- 533. Collin, Signe O., DeKalb, Ill. 3 years.
- 534. Cook, Ray N., Park Ridge, Ill. 2 years.
- 535. Coultas, Avis, Evanston, Ill. 3 years.
- 536. Coveny, Anna G., Chicago Heights, Ill. 3 years.
- 537. Crandall, Mercy E., student University of California. 2 years.
- 538. Dalziel, Agnes M., Waukegan, Ill. 3 years.
- 539. Dietmeyer, Ethel M., Waukegan. 3 years.
- 540. Dudley, Pearl, Dudley, Wis. 1 year.
- 541. Eck, Josephine A., Murphysboro, Ill.
- 542. Emmert, Emma J., Hinckley, Ill. 3 years.
- 543. Ericson, Josie C., Las Vegas, N. M. 1 year.
- 544. Erwin, Elizabeth, Chicago Heights, Ill. 3 years.
- 545. Fifield, Verna E., Sterling, Ill. 3 years.
- 546. Fisher, Clara L., student University of Colorado. 2 years.
- 547. Fraser, Blanche E., Elizabeth, Ill. 3 years.
- 548. Garrett, Jessie, Joy, Ill. 3 years.
- 549. Givens, Ellsworth W., Stockton, Cal. 2 years.
- 550. Godehn, Ruth (Mrs. G. A. Bloomquist), DeKalb, Ill. 2 years.
- 551. Hiland, Marietta R., DeKalb, Ill. 1 year.
- 552. Hobbs, Maud, St. Charles, Ill. 3 years.
- 553. Hoffman, Edith M., Chicago. 3 years.
- 554. Hope, Irene M., Oak Park, Ill. 3 years.
- 555. Ivy, Edna M., E. Indiana Harbor, Ind. 3 years.
- 556. Jones, Lillian S., Riverside, Ill. 3 years.
- 557. Kepner, Edna M., Beloit, Wis. 2 years.
- 558. King, Annie Elizabeth, student University of Wisconsin. 1 year.
- 559. King, Helen A., Elgin, Ill. 3 years.
- 560. Larson, Eva, Streator, Ill. 3 years.
- 561. Lenzen, Mary, Seattle, Wash. 3 years.
- 562. Lewis, Pauline C., Chicago. 3 years.
- 563. Love, Floyd R., Director Manual Training, Stockton, Cal. 3 years.
- 564. McClatchey, Jessie, Rockford, Ill. 3 years.
- 565. McCormick, Julia, Barrington, Ill. 3 years.
- 566. McMurry, Donald L., Janesville, Wis. 1 year.
- 567. Melville, Zoe (Mrs. Arthur Balcom), Wasco, Ill. 1 year.
- 568. Miller, Lulu A., Rock Falls, Ill. 3 years.
- 569. Moorhead, Marie A. (Mrs. George Haumesser), Lisle, Ill., 3 years.
- 570. Morgenthaler, Edna, Onarga, Ill. 3 years.
- 571. Morris, Dessa Belle, Sioux Falls, So. Dak. 3 years.
- 572. Morris, Kittie B., Lyndon, Ill. 3 years.
- 573. O'Connor, Mary A., Freeport, Ill. 3 years.
- 574. Plant, Ethel M., student University of Wisconsin. 1 year.
- 575. Raplee, Mildred, Batavia, Ill. 3 years.
- 576. Rogers, Bessie L., Student Hillsdale College, Hillsdale, Mich. 2 years.
- 577. Root, Florence E., Sycamore, Ill. 3 years.
- 578. Rowley, Pearl D., Libertyville, Ill. 2 years.
- 579. Seavey, Ruth E., Downer's Grove, Ill. 3 years.
- 580. Sheriff, Ethel R., Oak Park, Ill. 3 years.
- 581. Small, Fayette R., Prin., Algonquin, Ill. 3 years.
- 582. Smith, Florence M., Soix City, Iowa. 3 years.
- 583. Stevens, Eva E., Highland Park, Ill. 3 years.
- 584. Taylor, Nina C., Downer's Grove, Ill. 3 years.
- 585. Thackaberry, Mamie (Mrs. A. J. Stauber), Streator, Ill. 1½ years.
- 586. Thelander, Anna E., Batavia, Ill. 3 years.

Catalogue and Course of Study.

587. Thomas, Esther E. (Mrs. Wynn L. Ohlmacher), Sycamore, Ill. 2 years.
588. Thompson, Launa, Elgin, Ill. 3 years.
589. Willment, Rosamond (Mrs. Fred Ater), Inverness, Montana. 2 years.
590. Wilson, Beatrice H., Aurora, Ill. 1 year.
591. Woodburn, Roy M., Tacoma, Wash. 3 years.
592. Woodley, Helen Jane, Highland Park, Ill. 3 years.
- CLASS OF 1910
593. Adamson, Georgia Sarah, Geneva, Ill. 2 years.
594. Anderson, Alice B., Sioux City, Ia. 2 years.
595. Andrews, Edith H., Oak Park, Ill. 2 years.
596. Bahr, Alice May, Glen Ellyn, Ill. 2 years.
597. Barr, Rita Mildred (Mrs. J. B. McFarlane, 1760 E. 73 St., Chicago, Ill. 2 years.
598. Barron, Louese, Chicago Heights, Ill. 2 years.
599. Bemisderfer, Katharine, Kankakee, Ill. 2 years.
600. Bickford, Helen Grace, Elmhurst, Ill. 2 years.
601. Billig, Florence Grace, Sioux City, Ia. 2 years.
602. Bishop, Georgia Isabel, Monmouth, Ill. 2 years.
603. Boom, Sara Lorento, Streator, Ill. 2 years.
604. Brenneman, Elsa, McNabb, Ill. 2 years.
605. Briggs, Leah, Elgin, Ill. 2 years.
606. Brownell, Ada Cecelia Finley, Mexico City, Mexico. 1 year.
607. Carmichael, A. Marguerite, Austin, Ill. 1 year.
608. Carroll, Mary Elva, Maywood, Ill. 2 years.
609. Cheatile, Maude S., Glen Ellyn, Ill. 1 year.
610. Cooper, M. Bessie, Critic Teacher, W. I. S. N. S., Macomb, Ill. 1 year.
611. Corey, Dorothy, DeKalb, Ill. 2 years.
612. Corkell, Delphine Zerelda, Chicago, Ill.
613. Cortright, Cecile J., Dixon, Ill. 2 years.
614. Crowder, Mae Grace, Warren, Ill. 2 years.
615. Davis, Lillian E., Evanston, Ill.
616. Diedrich, Anna, Rochelle, Ill. 2 years.
617. Doyle, Helen, Waukegan, Ill. 2 years.
618. Engelbrecht, Elma C., Elgin, Ill. 2 years.
619. Eriksen, Louise Julia, student University of Illinois. 1 year.
620. Frederick, Helen Hall, Urbana, Ill. 2 years.
621. Fuller, Lulu Mae (Mrs. Will Barker), DeKalb, Ill. ½ year.
622. Gage, M. Edna, Elgin, Ill. 2 years.
623. Gale, Mamie Alice, Oak Park, Ill. 2 years.
624. Geoffroy, Elsin A., Streator, Ill. 2 years.
625. Gumz, Martha Emily, Aurora, Ill. 2 years.
626. Hammett, Dorothy Breese, DeKalb, Ill. 2 years.
627. Harris, Blanche Holmes, Gardner, Ill. 2 years.
628. Hatch, Neva Pearl, Plano, Ill. 2 years.
629. Hill, Jessie Mae, Maywood, Ill. 2 years.
630. Hoffman, Blandina, Monee. 2 years.
631. Holliston, Alice, Oak Park, Ill. 2 years.
632. Howatt, Margaret Bain, Rochelle, Ill. 2 years.
633. Johnson, Myra M., Streator, Ill. 2 years.
634. Johnston, Howard Nash, Byron, Ill. 1 year.
635. Jones, Mary Edith, Maywood, Ill. 2 years.
636. Kays, Mark, Magnolia, Ill.
637. Kern, Esther, McNabb, Ill. 2 years.
638. Kirk, Mrs. Susie, Decatur, Ill. 2 years.
639. Kocher, Lillian A., Elgin, Ill. 2 years.

The Northern Illinois State Normal School.

640. Koeller, Minnie N., Colvin Park, Ill.
641. Kuble, Marie, Chicago Heights, Ill. 2 years.
642. Laible, Lavina, Durand, Ill. 2 years.
643. Lobdell, Gertrude Mae, Rockford, Ill.
644. Lucas, Bessie M., Long Beach, Cal. 1 year.
645. Luetke, Grace, Lombard, Ill. 2 years.
646. McGrath, Robert T., Prin. Public Schools, Kirkland, Ill. 2 years.
647. Mahaffey, Hazel, DeKalb, Ill. 2 years.
648. Marsh, Rose Mae, Chicago Heights, Ill. 2 years.
649. Middleton, Mary Mabel, Sycamore, Ill. 1 year.
650. Midgeley, Alice Mary, Elgin, Ill. 2 years.
651. Muladore, Nellie, Aurora, Ill. 2 years.
652. Murray, Anna Laura, DeKalb, Ill. 2 years.
653. Nilson, Pearl J., DeKalb, Ill. 2 years.
654. Noltemeier, Ella Frances, Streator, Ill. 2 years.
655. O'Brien, Walter L., Prin. Public Schools, Newark, Ill. 2 years.
656. Osmun, Isabel Hazel, Whittier, Cal. 2 years.
657. Paddock, Lucile, Chicago Heights, Ill. 2 years.
658. Perry, Hazel Dell, Oak Park, Ill. 2 years.
659. Peterson, Cora J. (Mrs. Frank Camp), Chicago, Ill. 1 year.
660. Phillips, Cora Mae, Princeton, Ill. $\frac{1}{2}$ year.
661. Porter, Ruth Elizabeth, DeKalb, Ill. 2 years.
662. Randall, Claude W., Prin. Public Schools, Phoenix, Arizona. 2 years.
663. Reitsch, Lillian, Streator, Ill. 2 years.
664. Robertson, Eunice, West Chicago. 1 year.
665. Rogers, Mae, Elgin, Ill. 2 years.
666. Sanford, Helen Marion, Forest Park, Ill. 2 years.
667. Shapland, Marion B., Cary Station, Ill. 2 years.
668. Shurtleff, Zada, Harvey, Ill. 2 years.
669. Smart, Cora Edna, Chicago Heights, Ill. 2 years.
670. Smart, Ella D., Chicago Heights, Ill. 2 years.
671. Smart, Grace May, Glen Ellyn, Ill. 2 years.
672. Smith, Gertie Blanche, Paw Paw, Ill. 2 years.
673. Stene, Randa, Elgin, Ill. 2 years.
674. Sullivan, Lillian Veronica, Somonauk, Ill. 2 years.
675. Swank, Ada Myretta, Great Falls, Montana. 2 years.
676. Thompson, Adelia, Chicago, Ill. 2 years.
677. Thurston, Mary M., Maple Park, Ill. 2 years.
678. Thye, Lilly T., Chicago, student Lake Forest, Ill. 1 year.
679. Tuthill, Maude E., Elgin, Ill. 2 years.
680. Tyrrell, Glen Homer, Prin. Public Schools, Waterman, Ill. 2 years.
681. Walker, J. Grace, Wenona, Ill. 2 years.
682. Walther, Clarence Karl, Prin. Irving School, Sioux Falls, S. D. 2 years.
683. Whitmore, Vida Louise, Downer's Grove. 2 years.
684. Wright, Florence Mary, Polo, Ill. 2 years.
- CLASS OF 1911
685. Adkins, Vera M. (Mrs. Edmund Robertshaw), Oak Park, Ill.
686. Almloff, Edna B., 1129-13th Ave., Moline, Ill. 1 year.
687. Arnold, Helen F., 516 N. 16th Street, Lincoln, Neb. 1 year.
688. Bailey, Sadie R., Polo, Ill. 1 year.
689. Baker, Acenith V., Maple Park, Ill.
690. Barr, Gertrude Mary, Genoa, Ill. $1\frac{1}{2}$ years.
691. Bates, Mary Louise, Leaf River, Ill. 1 year.
692. Bell, Ada Luella, Wasco, Ill. 1 year.

Catalogue and Course of Study.

693. Bender, Lloyd, Ward Principal, Sioux Falls, S. D. 1 year.
694. Benson, Mina Zoe, Seward, Ill. 1 year.
695. Blodgett, Berenice C., Harvard, Ill.
696. Campbell, Arabel B., 11 S. Liberty St., Elgin, Ill. 1 year.
697. Carroll, Anna Frances, Forest Park, Ill. 1 year.
698. Churchill, Estella Louise, Waukegan, Ill. 1 year.
699. Clay, Grace, Palatine, Ill. 1 year.
700. Cook, E. Edith, Des Plaines, Ill. $\frac{1}{2}$ year.
701. Coppernoll, Ruby, Stockton, Ill. 1 year.
702. Darnell, Alice, Hinckley, Ill. 1 year.
703. Dickenson, Edythe N., Batavia, Ill. 1 year.
704. Donaghho, Bessie F., Silvis, Ill. 1 year.
705. Edmondson, Carrie B., Critic, Glidden School, DeKalb, Ill. 1 year.
706. Eitelgoerge, Hilda F., Oak Park, Ill. 1 year.
707. Farmer, Mrs. Elizabeth, student Teachers College, New York.
708. Foote, Nina Ethel, Malta, Ill. 1 year.
709. Foster, Vena Ione, Rock Falls, Ill. 1 year.
710. Fuller, Lois S., Chicago Heights, Ill. 1 year.
711. Gilbert, Frances H., Rock Falls, Ill. 1 year.
712. Glanville, Gretta E., Stockton, Ill. 1 year.
713. Glidden, Nan L., DeKalb, Ill.
714. Gothard, E. Gertrude, Batavia, Ill. 1 year.
715. Gowdy, Helen Maud, Oak Park, Ill. $1\frac{1}{2}$ years.
716. Graham, Ruth F., Waterman, Ill. 1 year.
717. Grant, James Richard, Greenwood, Ark. 1 year.
718. Haish, Verna Mae, Rock Falls, Ill. 1 year.
719. Hogan, Genevieve F., Shabbona, Ill. 1 year.
720. Holm, Lawrence Peter, Prin. Public Schools, Leaf River, Ill. 1 year.
721. Hopson, Jean Elizabeth, Elgin, Ill. 1 year.
722. Horn, Florence L., DeKalb Ill. 1 year.
723. Hubbard, Clara Belle, Belvidere, Ill. 1 year.
724. Johnson, Edith Chrystene, DeKalb, Ill. 1 year.
725. Johnson, Eleanor H., Elgin, Ill. 1 year.
726. Johnson, Ella Marion, 327 W. Grand Ave., Beloit, Wis. 1 year.
727. Johnson, Laura Alvine, Polo, Ill. 1 year.
728. Kempson, Rosa, Shabbona Grove, Ill. 1 year.
729. Kimball, Emery L., Prin. Public Schools, Hebron, Ill. 1 year.
730. Larsen, Gladys Marie, Maple Park, Ill. 1 year.
731. Larson, Ruth Olive, Downer's Grove, Ill. 1 year.
732. Lawrence, Winifred, Savanna, Ill. 1 year.
733. Lines, Minnie Pearl, Rock Falls, Ill. 1 year.
734. Long, Anna Rose, Batavia, Ill. 1 year.
735. McGuire, Leona Agnes, Forest Park, Ill. 1 year.
736. Mallory, Fairie J., McNabb, Ill. 1 year.
737. Manroe, Hazel A., Kingston, Ill. 1 year.
738. Marshall, Jennie B., Yorkville, Ill. 1 year.
739. Meehan, Bessie, Belvidere, Ill.
740. Melaik, Jessie L., Kewanee, Ill. 1 year.
741. Mills, Grace Sanford, Batavia, Ill. 1 year.
742. Morris, Edith, Zion City, Ill. 1 year.
743. Myers, Florence Edna, 315 S. Vermillion S., Streator, Ill. 1 year.
744. Nelson, Minnie A., Malta, Ill. 1 year.
745. Nichols, Lula Belle, Kirkland, Ill. 1 year.
746. Norton, Mabel L., Critic, N. I. S. N. S., DeKalb, Ill. 1 year.
747. Pettitt, Berenice Mae, Decatur, Ill. 1 year.

The Northern Illinois State Normal School.

- 748. Pingry, Mabel E., Chicago Heights, Ill. 1 year.
- 749. Pratt, Ponna L., Downer's Grove, Ill. 1 year.
- 750. Pratt, Fannie Estelle, Oak Park, Ill. 1½ years.
- 751. Quinn, Lucy A., Polo, Ill. 1 year.
- 752. Reynolds, Ruth Irene, Berwyn, Ill. 1 year.
- 753. Rorig, Mamie J., Elgin, Ill. 1 year.
- 754. Smith, Helen May, Sterling, Ill. 1 year.
- 755. Stenwell, Grace S., Maywood, Ill. 1 year.
- 756. Strossman, Marion R. Aurora, Ill. 1 year.
- 757. Stubbs, Alice C., Aurora, Ill. 1 year.
- 758. Sullivan, Lillian Mary, Aurora, Ill. 1 year.
- 759. Swain, Zora V., Prin. Public Schools, Fairdale, Ill. 1 year.
- 760. Swift, Lola E., Laboratory Assistant, N. I. S. N. S., DeKalb, Ill. 1 year.
- 761. Thompson, Clara Julia, Batavia, Ill. 1 year.
- 762. Wilcox, Veva Minnie, Batavia, Ill. 1 year.
- 763. Willey, Lily L. (Mrs. Bruce B. Bingham), DeKalb, Ill. ½ year.
- 764. Wilson, Albert E., Prin. Public Schools, Wasco, Ill. 1 year.
- 765. Wilson, Lena R., Kirkland, Ill.
- 766. Wiltsie, Myra, Ethel, Dundee, Ill. 1 year.
- 767. Wirtz, Ione May, DeKalb, Ill. 1 year.



Illinois
State
Reformatory
Print

Volume XI

Number 1

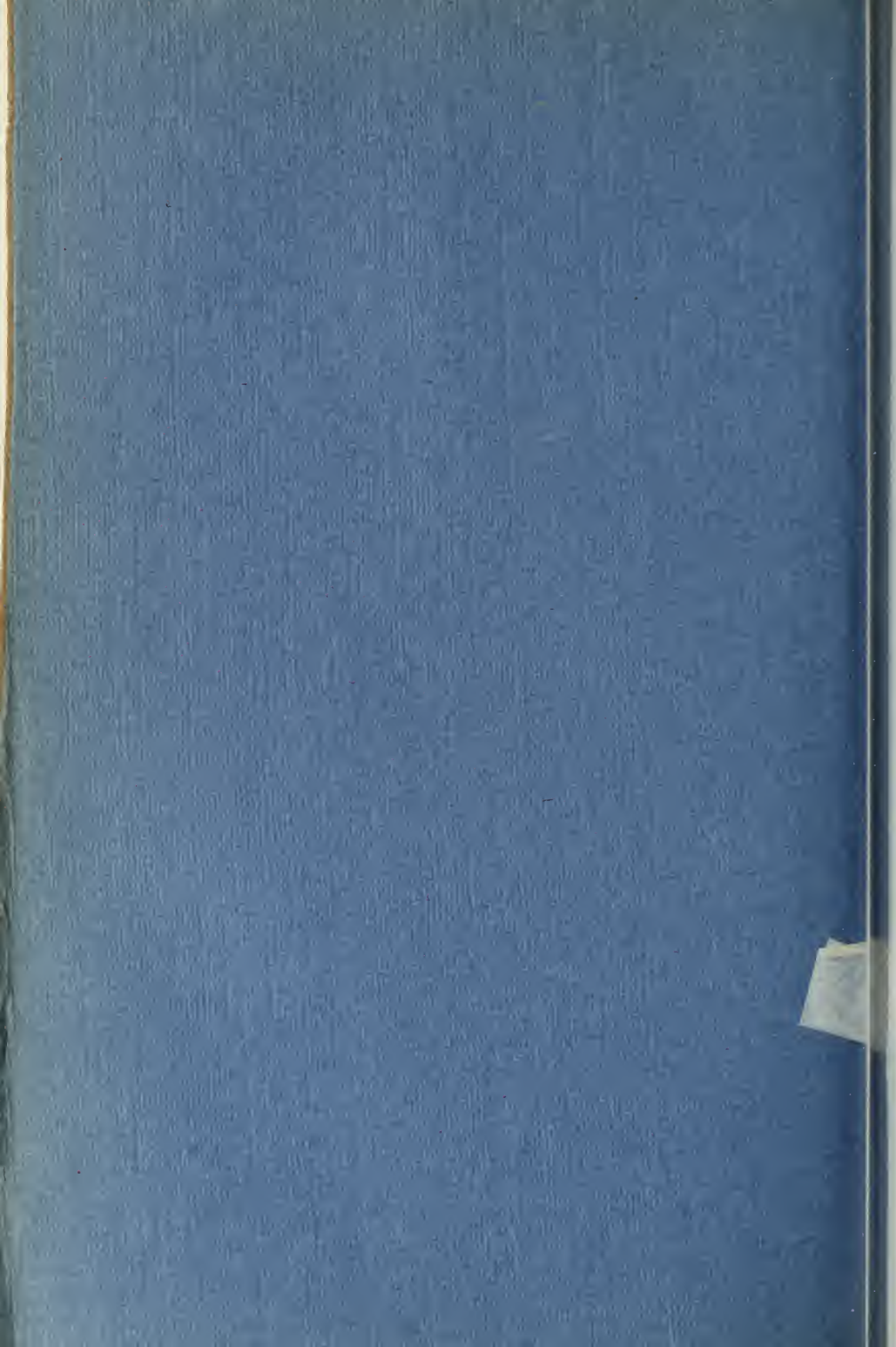
AUGUST, 1913

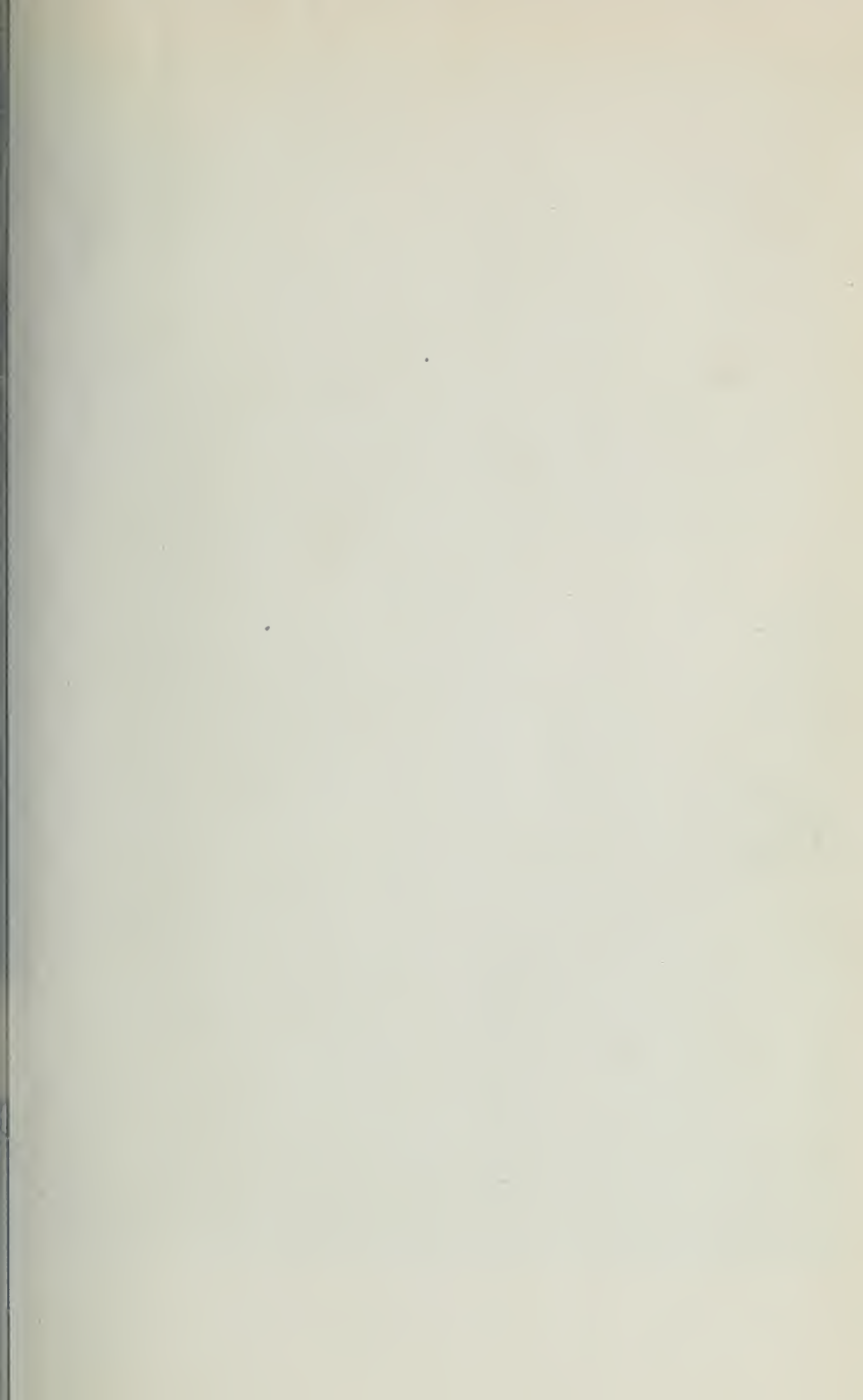
**The
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Normal School
Quarterly**

DeKalb, Illinois

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der Act of Congress of July 16, 1894

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in February, May, August and November











THE NORTHERN ILLINOIS
STATE NORMAL SCHOOL
QUARTERLY

DE KALB, ILLINOIS

Volume XI

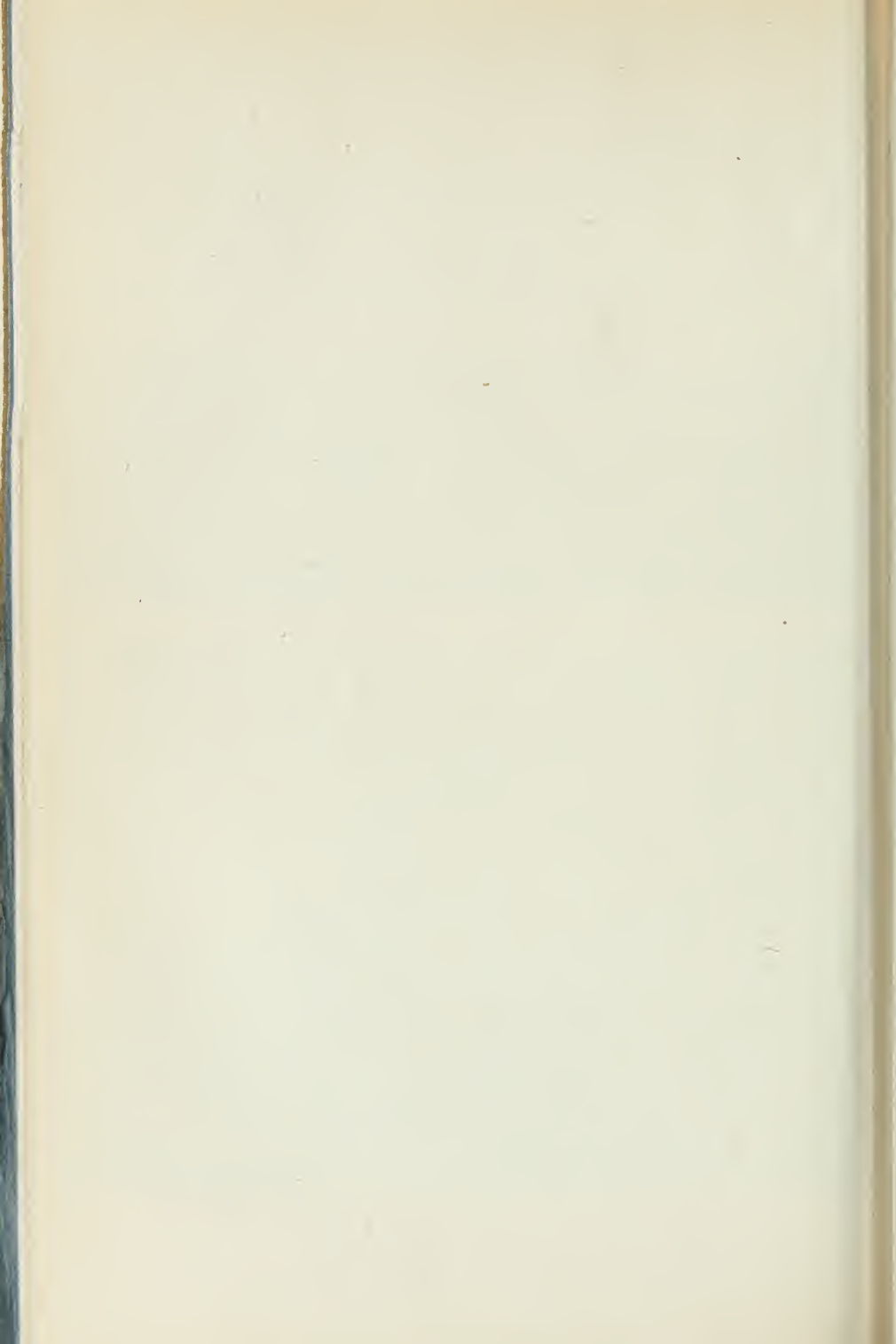
AUGUST, 1913

Number 1

Announcements, Courses of Study
Names of the Faculty, Students and Alumni 1912-13

FOURTEENTH YEAR
Ending August 1, 1913

4 1 10



Calendar For 1913-1914

FALL TERM.

Monday, September 8.....Enrollment and Assignment of Work
Tuesday, September 9.....Recitations begin at 8:30 a. m.
Thursday, December 18.....Term closes at 3:05 p. m.

WINTER TERM.

Monday, December 29.....Enrollment and Assignment of Work
Tuesday, December 30.....Recitations begin at 8:30 a. m.
Friday, March 20, 1914.....Term closes at Noon

SPRING TERM.

Monday, March 30.....Enrollment and Assignment of Work
Tuesday, March 31.....Recitations begin at 8:30 a. m.
Wednesday, June 17.....Term closes at Noon
Thursday, June 18.....Annual Commencement at 9:30 a. m.

SUMMER TERM, 1914.

Monday, June 22.....Term of Six Weeks opens at 8.00 a. m.
School Year of 1914-15 opens September 14.

Board of Trustees

LEROY A. GODDARD, *President*.....Chicago
ALEXANDER L. METZELL, *Secretary*.....Elgin
HON. FRANCIS G. BLAIR, *Ex Officio*.....Springfield
WILLIAM L. ELLWOOD.....DeKalb
JASON C. AYRES.....Dixon
ROLAND L. RUSSELL.....Princeton
JOHN H. LEWIS, *Treasurer*.....DeKalb

Extract From New Certification Law, In Effect July 1, 1914

COUNTY CERTIFICATES.

SECTION 6. County certificates granted by the County Superintendent, and the requirements for the same:

Third.—A first grade elementary school certificate, valid for three years, in the first ten grades of the common schools of the county, and in the high school when endorsed for the same by the County Superintendent. This certificate shall be renewable indefinitely for periods of three years, upon evidence of successful teaching and professional growth satisfactory to the County Superintendent.

* * * * * This certificate shall be issued to graduates of a recognized Normal School or from an institution offering an equivalent preparation, provided the applicant has had one year of successful practice teaching, and applies for the certificate within three years after graduation.

This law does not apply to Cook County.

Faculty

JOHN WILLISTON COOK, A.M., LL.D.....	
.....	President and Professor of History of Education
CHARLES A. MCMURRY, Ph.D.....	Director of Training Department
NEWELL DARROW GILBERT, A.M..	Professor of Psychology and Pedagogy
EDWARD CARLTON PAGE, A.B.....	Professor of History
EDITH S. PATTEN, Ph.B.....	Assistant in History
SWEN FRANKLIN PARSON.....	Professor of Mathematics
ANNA PARMELEE.....	Assistant in Mathematics
CHARLES W. WHITTEN, A.B.....	Professor of Physics and Chemistry
RALPH E. WAGER, A.M., Ped.B.....	Professor of Biology
JESSIE R. MANN.....	Assistant in Science
LOLA E. SWIFT, A.B.....	Laboratory Assistant
IDA S. SIMONSON, B.L.....	Professor of Literature
JULIA E. GILBERT, Ph.B.....	Assistant in Literature
CLYDE L. LYON, A.B.....	Professor of Reading and Oratory
MARION WELLER, A.B.....	Professor of Geography
MARY ROSS WHITMAN, A.B.,	Professor of Ancient and Modern Languages
WILLIAM W. WIRTZ, A.B.....	
	Assistant in Ancient and Modern Languages and Director of Athletics
A. NEIL ANNAS, B.S.....	Professor of Music
VERA A. WISWALL, A.B.....	Assistant in Music
SAMUEL J. VAUGHN, A.B.....	Professor of Manual Training
L. EVELINE MERRITT.....	Professor of Drawing
HARRIET NILES	Assistant in Drawing
EDITH HALL, B.S.....	Professor of Domestic Science
CHARLEY TIDD, A.B., B.S.....	Assistant in Domestic Science
JESSICA FOSTER.....	Director of Physical Training
JAMES ROY SKILES, A.B....	Principal Training School, Normal Building
MAY MCCLANE.....	Critic Teacher Grammar Grades
ADDIE E. MCLEAN.....	Critic Teacher Intermediate Grades
MRS. LIDA B. MCMURRY.....	Critic Teacher Primary Grades
MABEL L. NORTON.....	Assistant in Primary Grades

DAISY TIFFY.....	Assistant in Primary Grades
ANNA E. KING, A.B.....	Assistant in Primary Grades
FLOYD R. RITZMAN.....	
.....	Principal and Critic Teacher Eighth Grade, Glidden School
ELSIE A. WENDLING....	Assistant Teacher Eighth Grade, Glidden School
CARRIE B. EDMONDSON....	Critic Teacher Seventh Grade, Glidden School
TILLIE C. BAIE.....	Critic Teacher Sixth Grade, Glidden School
BERTHA F. HUNTSMAN....	Critic Teacher Fifth Grade, Glidden School
EDNA TAZEWEILL.....	Critic Teacher Fourth Grade, Glidden School
MARY FITCH.....	Critic Teacher Third Grade, Glidden School
LEONORA DOWDALL.....	Critic Teacher Second Grade, Glidden School
E. LOUISE ADAMS.....	Critic Teacher First Grade, Glidden School
JOSEPHINE MARIE JANDELL.....	Librarian
EVA ISABEL MCMAHON, B.L.S.....	Assistant Librarian
LYNDETH C. LUND.....	Clerk
FRANK K. BALTHIS.....	Gardener
GEORGE W. SHOOP.....	Superintendent of Buildings
JAMES A. CLARK.....	Engineer

ADDITIONAL TEACHERS AND LECTURERS, SUMMER SCHOOL.

EDITH McLAUGHLIN.....	Primary Method
ALICE REITERMAN, A.B.....	Mathematics
KATE M. STODDARD.....	Mathematics
MRS. EDITH B. BROWN, Ph.B.....	Psychology
JESSE CONEL, A.B., A.M.....	Biology
VERNON C. FINCH, B.S.....	Geography
MYRTLE KAUFMANN.....	Eighth Grade Method
CAROLINE LIVINGSTON.....	Drawing

LECTURERS.

W. H. HATCH.....	Superintendent of Schools, Oak Park
W. W. COULTAS.....	County Superintendent, DeKalb County
W. R. FOSTER.....	County Superintendent, LaSalle County

Northern Illinois State Normal School

The Northern Illinois State Normal School was established by an act of the General Assembly in 1895 and began its first term on September 12, 1899. It exists primarily for the purpose of preparing teachers for the public schools of Illinois. It is located in DeKalb. The town contains a population of eight thousand. It is situated on the Omaha division of the Chicago and Northwestern Railway, on a branch of the Chicago Great Western, on the Chicago, Milwaukee and Gary, and on the Spring Valley branch of the Chicago and Northwestern. It is fifty-seven miles from Chicago, and easily reached from any part of Northern Illinois. The town has fine water, electric lights, paved streets, and two electric interurban roads. It is at the center of a most fertile and prosperous country and has a healthful and bracing climate.

The material equipment of the institution is admirable. The Campus contains sixty-seven acres. A native grove occupies several acres on the south and southwest. A lake of good dimensions lies on the southeast. It affords good skating in the winter and good boating when the ice is out. The rest of the campus is varied in surface with an excellent athletic field on the northwest on which is a commodious grandstand with baths. The immediate site of the buildings is terraced and adorned with sunken gardens, trees and shrubs. A large school garden lies on the north. An electric interurban railroad runs to the west door and connects the school with the railway stations and the county seat seven miles away. The road connects with another running to Genoa and Marengo, thus affording easy access from a large portion of Northern Illinois. It also connects with a second electric road to Aurora and intermediate points.

The buildings are three in number, the main building, the training school building, and the plant house. A fourth building is furnished by the city for the uses of the training school and is located a half mile distant in the residence portion of the city. A dormitory for women will soon be erected.

The main building is one of the most admirable of its class. It is three hundred seventy-one feet long and two hundred fifty feet in extreme depth. It contains eighty rooms and a number of teachers' offices. The auditorium has a seating capacity of twelve hundred. There are abundant class rooms, excellent library accommodations and laboratories, a large gymnasium with baths, drawing and music rooms, nine rooms

for arts and crafts, halls for literary societies and other student enterprises, a study hall, a lecture room, lanterns and, in short, all necessary appliances for a highly superior equipment.

The training school building adjoins the main building and was especially planned for the needs of a Normal School. It contains the ordinary eight rooms of a graded school building and an additional smaller room in connection with each for the uses of beginners with groups. It has an assembly room, the customary play rooms, offices, and also large quarters for manual training and domestic science. It is equipped with showers and swimming tank, teachers' rooms, library and lavatories.

An excellent green house under the care of a skilled botanist and gardener furnishes ample material for decoration and for study.

CONDITIONS OF ADMISSION.

There are eight ways of entering the school:

First—A course of one year will be offered to graduates of reputable colleges, who will be admitted upon presentation of their diplomas.

Second—Graduates of good high schools having four-year courses will be admitted to a two-year course upon presentation of their diplomas. These high schools will be designated as "accredited schools."

Third—There are many schools with shorter courses whose graduates will be admitted to a three-year course upon presentation of their diplomas. These schools form a second group of "accredited schools."

Fourth—Persons holding a teacher's certificate will be admitted without examination and will be assigned to suitable courses.

Fifth—Students who have been connected with other State Normal Schools can enter upon presentation of their records if they have been honorably discharged from such institutions. All work done in such institutions will be passed to their credit here.

Sixth—Graduates of the eighth grade of rural schools are granted free tuition for four years by winning first place in a competitive examination, held by the county superintendent of schools, in accordance with an act passed in 1905.

Seventh—There are many persons who have none of the above qualifications and yet are well prepared to do work in the Normal School. Such persons should correspond with the president with regard to admission.

Eighth—Graduates of country schools will be admitted to a five-year course upon presentation of their certificates of graduation.

We have no preparatory department. If you are in doubt as to your qualifications write to the president and the matter can be determined ordinarily by correspondence.

Every candidate should present a certificate of good moral character, signed by some responsible person. This will be insisted upon in all cases.

BOARDING.

Nearly all the students of this institution board in clubs. There are several large club houses especially constructed and completely furnished for the accommodation of students, near the school buildings. They contain large dining rooms and are fitted with all the modern conveniences for dormitory purposes. In addition to these there are many private houses near good boarding clubs, in which admirable rooms may be rented at reasonable rates. The accommodations are excellent in quality, and are within a few minutes' walk of the school. Facilities for self-boarding are also available and at moderate rates.

Boarding places can be secured by correspondence, although it is better to defer the selection of rooms until they can be inspected personally. The portion of the town occupied by the students is almost entirely new and has been made peculiarly attractive by public spirited citizens. Very pleasant homes are thus made available at moderate prices. Representatives of the boarding clubs are deputed to meet incoming trains and to aid students in securing satisfactory places. Twenty-five cent carriages meet the trains, and when strangers are in doubt as to what to do they are advised to go at once to the president, who will give them personal attention.

EXPENSES.

Excellent board, including room, can be secured at \$4.50 to \$4.75 a week. The incidental expenses are substantially what students make them and vary for different persons. No tuition is charged. The only expense connected with instruction is a term fee of two dollars, which is payable in advance at the beginning of each term. The expense for books and stationery is about twenty-five dollars for the full course.

COURSES OF STUDY.

Thirteen courses leading to diplomas are offered:

1. A one-year course for college and Normal School graduates, not leading to a degree.
2. A two-year course for graduates of four-year high schools that are on the accredited list of the University of Illinois. Graduates of

four-year high schools that are partially accredited can make up their conditions here.

3. A three-year course for graduates of high schools having shorter courses, and for others of equivalent preparation.

4. A four-year course including classical training.

5. A four-year course for winners of township scholarships and for other graduates of country schools.

6. A five-year course for graduates of country schools who wish to become teachers.

7. A two-year course in domestic science for the preparation of special teachers of the subject in elementary schools.

8. A two-year course in manual training for the preparation of special teachers of the subject in elementary schools.

9. A two-year course in drawing for special teachers in elementary schools.

10. A two-year course in vocal music for the preparation of special teachers of music in elementary and secondary schools.

11. A one-year course for college or university graduates, leading to the degree of Bachelor of Education.

12. A two-year course for Normal School graduates, leading to the degree of Bachelor of Education.

13. A three-year course for departmental instruction.

The foregoing courses all lead to diplomas. In addition to these courses special lines of work are offered to students who wish to teach in country schools. Others who wish to elect short courses will be welcome and will be accorded such privileges as their preparation warrants.

Graduates of accredited high schools who complete course two will be admitted to the junior year of the University of Illinois and to a number of other universities on the same footing.

PUPIL TEACHING.

All teaching is done in the city schools of DeKalb. Two schools are used for this purpose. One of them is in the Normal Training-School Building; the other is in one of the city buildings. Each is an eight-grade school and is equipped with all of the modern facilities.

Only half-day work is done unless pupils prefer to teach the whole day. The teacher either takes charge of a room or acts as an assistant. At least one term of room charge is necessary for the completion of the course. This work must receive the approval of the supervising critic

in order to gain a passing credit. Two terms of this work are required unless the teacher shows so marked a degree of proficiency as to indicate that the time could be more advantageously devoted to the study of some of the regular or elective courses. In such a case two subjects may be taken instead of one of the two terms. Students who are engaged in teaching attend all teachers' meetings of their grades.

ILLUSTRATIVE LESSONS.

For the illustration of special methods in dealing with class exercises, illustrative lessons are given each week. These lessons are conducted by critic teachers, by teachers from the Normal department, or by students who have shown unusual skill in the training school. The classes are selected successively from the grades of the training school. The exercises are freely criticised in the light of pedagogical principles. Pupil teachers are required to attend.

In the development of the various subjects of the curriculum that bear immediately upon the work of the grades, similar exercises are employed in the regular classes of the Normal department. The teacher of grammar, for instance, desiring to show how a certain phase of the subject should be presented to a class of children, employs a class from the training school for that purpose. By means of such exercises and by their free discussion a pedagogical consciousness is awakened in the Normal students, and they are thus led to a conscious application of the principles of teaching and to self-criticism of their success in applying them.

THE LIBRARY.

An admirable library of more than eighteen thousand volumes, well catalogued, is available for the use of the students. A competent librarian and assistant are always present to render needed assistance. The library is open from eight to twelve on Saturday.

GYMNASIUM.

A spacious gymnasium, furnished with bowling alley, baths, dressing rooms and suitable apparatus, is one of the features of the institution. For field work there is a fine athletic field with track and grand stand.

A special director of physical training has charge of the women and a similar arrangement is provided for the men. The ordinary gymnasium and field games are employed for healthful and pleasing exercise and a systematic course in school-room free gymnastics with appropriate apparatus is supplied.

MANUAL TRAINING.

Two shops, one for the Normal students and another for the children of the training school, afford excellent opportunities for manual training work. Six rooms with proper equipment, aggregating more than 5,600 square feet of floor space, provide needed facilities. Wood-work, metal work, pottery, printing and book-binding are offered and courses in construction work in primary grades are on the elective list. The institution undertakes to prepare special teachers of this subject for elementary schools.

SCHOOL GARDEN.

Ample space is afforded for a school garden, which is worked out under the direction of the science department.

DOMESTIC SCIENCE.

A well equipped domestic science department with a highly competent director and assistant furnishes courses that are intended more especially for the seniors, but special students are at liberty to elect them.

The department also offers a two-year course for suitably prepared students, which fits them for special work on this line in elementary and secondary schools. The rooms in the Normal building are utilized for the Normal students and a large room in the training school building is provided for the children.

VOCAL MUSIC.

A course of one year in vocal music is required of all students except college and Normal School graduates. The purpose of the course is to prepare room teachers to give suitable instruction in singing.

The institution offers a two-year course for those desiring to become supervisors of music in public schools.

STUDENT ORGANIZATIONS.

1. The Ellwood Literary Society. Meetings on Saturday evenings.
2. The Glidden Literary Society. Meetings on Saturday evenings.
3. Young Women's Christian Association, with a suitable room.

These associations extend a hearty welcome to all prospective students. They are important factors in the school life, and their members take an active interest in the welfare of every student. Upon arriving at DeKalb those who come for the first time should look for the young men wearing the badge of the institution, who will be on hand to assist in finding agreeable homes.

4. The Ellwood Basket Ball Team.
5. The Glidden Basket Ball Team.
6. The Football Team.
7. The Baseball Team.
8. The Treble Clef Society.
9. The Dramatic Club.

"THE NORTHERN ILLINOIS."

"The Northern Illinois" is a monthly magazine published in the interest of the school and is managed by a board of directors selected by the student body.

"The Norther" is published annually by the senior class.

COURSE OF STUDY.

COURSE 1.

THE ONE-YEAR COURSE for College and Normal School graduates, and not leading to a degree, requires the completion of ten term-majors and one term of half-day room charge in the training school. The subjects to be taken are to be determined by personal conference and are selected from those given in Courses 2, 3, and 4. An educational thesis of not less than fifteen hundred words is required from each candidate.

For details respecting the one-year degree course for college graduates see Course 11.

COURSE 2.

THE TWO-YEAR COURSE is outlined herewith. The requirement for admission is graduation from a four-year high school on the accredited list of the University of Illinois. Graduates of partially accredited schools may also enter this course, but will be required to work off their conditions here or elsewhere before graduation.

Two terms of half-day teaching in the training school, one of which must be in charge of a room, are required for graduation. If, however, such superior skill is exhibited as to make such requirements unwise, two studies may be taken in lieu of one term. Substitutions for certain of the subjects will be permitted where it seems the wiser plan.

The electives and substitutions are chosen from the list following Course 3.

Graduates of this course are admitted to the junior year at the University of Illinois, Northwestern University, the University of Wisconsin and several other institutions of similar standing. Correspondence is solicited with the students who desire preparation for advanced university credits.

I.	II.	III.
Geography4	Reading4	Grammar4
Drawing1—5	Drawing1—5	Drawing1—5
Biology4	Biology4	Biology4
Drawing1—5	Drawing1—5	Drawing1—5
Arithmetic4	History4	History4
Music1—5	Music1—5	Music1—5
Psychology4	Psychology4	App'd Psychology4
Music1—5	Music1—5	Music1—5
Physical Train. 2	Physical Train. 2	Physical Train. 2
	Themes1	Themes1
IV.	V.	VI.
Teaching or 2	Teaching or 2	Teaching or 2
electives10	electives10	electives10
Physics5	Algebra5	Geometry5
Literature4	History of Edu-	History of Edu-
Themes1—5	cation4	cation5
	Themes1—5	

An educational thesis of not less than fifteen hundred words is required for graduation. Those expecting to be principals of schools will have one period of school management each week.

It will be observed that "Teaching or 2 electives" appears in the IV, V and VI terms' work. Only two terms are required, but the teaching work goes on each term. In the term in which a student does no teaching two majors are required instead.

Graduates of this course who desire to prepare for departmental instruction are offered an additional year of work. It will consist of four recitation periods a day for one year. Courses will be offered in science, geography, history, mathematics and English. The whole time may be devoted to science. Two subjects may be selected and half of the time given to each. Still other adjustments are permissible.

A suitable diploma will be awarded for this post graduate work.

COURSE 3.

THE THREE-YEAR COURSE follows the accompanying outline. The requirements for admission are less definitely defined than in the preceding course, as many candidates are relatively mature, but lack the technical preparation required by the higher institutions. In general the preparation should be substantially equivalent to what is implied in graduation from a three-year high school course. Graduates from such schools will be permitted certain substitutions if desired. Personal conference or correspondence will determine the work to be done.

Liberal credits are allowed by higher institutions for the work in this course.

The requirements for practice teaching are the same as in the preceding course.

I.		II.		III.	
Reading	5	Meteorology	5	Pedagogy	4
History ..	5	Arithmetic ..	5	Drawing	1—5
Grammar ..	4	Geography ..	4	Geography	4
Drawing ..	1—5	Drawing	1—5	Music	1—5
Arithmetic ..	4	Grammar	4	Algebra	4
Drawing ..	1—5	Drawing	1—5	Drawing	1—5
Music ..	2	Music	2	Nature Study ..	4
Physical Train'g.	2—4	Physical Train'g.	2—4	Music	1—5
		Themes	1	Physical Train.	2
				Themes	1
IV.		V.		VI.	
Algebra or Latin.	5	Geometry	5	Geometry or Latin.	5
Ancient History.	5	Latin or Literature..	5	Literature ..	5
Psychology ..	4	Psychology	4	App'd Psychology	4
Drawing	1—5	Drawing	1—5	Drawing	1—5
Biology ..	4	Biology	4	Biology	4
Drawing	1—5	Drawing	1—5	Drawing	1—5
Themes ..	1	Themes	1		
VII.		VIII.		IX.	
Teaching or 2		Teaching or 2		Teaching or 2	
electives ..	10	electives ..	10	electives ..	10
Physics	5	Chemistry	5	Physical Geog...	5
Rhetoric	5	Civics	5	History of Edu-	
				cation.....	5

Latin may be continued through the second year by making permissible substitutions. If preferred, German may be taken instead of Latin.

An educational thesis of not less than fifteen hundred words is required for graduation.

Those expecting to be principals of schools will have one period of school management each week.

Observe what is said on page 14 about "Teaching or 2 electives."

Substitutions can also be made for Latin in the third year.

Electives will be chosen from the following list. The students are not of necessity confined to the particular terms under which they are listed.

ELECTIVES AND SUBSTITUTIONS.

Fall Term.	Winter Term	Spring Term.
Latin5	Latin5	Latin5
German5	German5	German5
Literature5	Literature5	Literature5
Sociology5	Sociology5	Sociology5
Ethics5	Ethics5	Oratory5
Oratory5	Astronomy5	Drawing5
Drawing5	Drawing5	Primary Method.....5
Logic5	Civics5	Intermediate Method 5
English History5	History of Educa...4	7th and 8th Grade
Advanced Nature	Primary Method5	Method5
Study5	Intermediate Method 5	Physiography5
Primary Method5	7th and 8th Grade	Political Economy.. 5
Intermediate Method 5	Method5	Geology5
7th and 8th Grade	Rhetoric5	Advanced Nature
Method5	History of Illinois..5	Study and Agri- culture5
	Chemistry5	Philosophy of Edu- cation5
	Advanced Nature	Trigonometry5
	Study5	
	College Algebra5	

COURSE 4.

THE FOUR-YEAR CLASSICAL COURSE contains the pedagogical work of the three-year course and a Latin, Greek or German course. The requirements for admission are similar to those of the three-year course with credits in the languages where the work has been well done.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Latin5	Latin5	Latin5
Geography4	English Grammar...4	Pedagogy4
History5	Arithmetic5	Algebra4
Arithmetic4	Reading5	Biology4
Music2	Music2	Music2

SECOND YEAR.

First Term.	Second Term.	Third Term.
Cæsar and Composi- tion5	Cæsar and Composi- tion5	Cicero and Composi- tion5
Algebra5	Biology4	Literature5
Biology4	Geometry5	Biology4
History5	Literature5	Geometry5
Drawing2	Drawing2	Drawing2

THIRD YEAR.

First Term.	Second Term.	Third Term.
Cicero and Composi- tion5	Vergil5	Vergil5
Rhetoric4	German or Greek...5	German or Greek...5
German or Greek ...5	Psychology4	Psychology4
Psychology4	Civics or Political Economy4	Literature or Physi- cal Geography....5
Drawing2	Drawing2	Drawing2

FOURTH YEAR.

First Term.	Second Term.	Third Term.
De Senectute and German or Greek...5	Hist. of Education...5	
De Amicitia or Livy or Physics5	German or Greek or	
Physics5	Teaching10	Chemistry5
German or Greek....5		2 Electives10
Teaching10		

An educational thesis of not less than fifteen hundred words is required of each candidate for graduation. Weekly exercises in composition extend through the whole course.

Two terms of half-day teaching are required.

COURSE 5.

FOUR-YEAR COURSE FOR EIGHTH GRADE, GRADUATES HOLDING SCHOLARSHIPS AND FOR OTHERS OF SIMILAR QUALIFICATIONS.

The Forty-fourth General Assembly passed what is commonly known as the "Lindly Bill." This law provides for the gratuitous instruction for four years in any state Normal school in Illinois, of the winners of the township scholarship which this act created. The following sections of the law will explain the methods of procedure to those who desire to avail themselves of the advantages which it offers.

Section I. Be it enacted by the people of the State of Illinois, represented in the General Assembly: that in order to equalize the advantages of the state normal schools, there shall be awarded annually, to each township, or fractional township, a scholarship which shall entitle the holder thereof to gratuitous instruction in any state normal school for a period of four years. Provided, that any township having a population exceeding one hundred thousand inhabitants, shall be entitled to five scholarships.

Section II. The County Superintendent shall receive and register the names of all the applicants for such scholarships, and shall hold an examination, or cause an examination to be held, in each township for the benefit of graduates of the eighth grade. Provided, that where a township is divided by county lines the County Superintendent in whose county the sixteenth section is situated shall have charge of the examination in such township.

Section III. All examinations shall be held on the second Saturday in May in each year, according to the rules and regulations prescribed by the Superintendent of Public Instruction, and the pupil found to possess

the highest qualifications shall be entitled to such scholarship. Provided, however, that such pupil shall be a resident of the township in which such examination is held. And, provided, further, that where no application is received from any township, the County Superintendent shall assign the pupil found to possess the next highest qualifications to that township.

Section IV. The County Superintendent shall certify the names and addresses of all successful applicants with the number of the township to which each pupil is accredited, to the Superintendent of Public Instruction, who shall issue to each pupil a certificate of scholarship, which shall be accepted by the authorities of any state normal school in lieu of any entrance examination, and shall exempt the holder thereof from the payment of tuition, or any term, matriculation, or any incidental fee whatsoever.

In the portions of the state not so generously supplied with high schools as in Northern Illinois, many have taken advantage of this law. In the territory mainly furnishing the pupils for the Northern Illinois State Normal School there is a high school within comparatively easy reach of every home. There are many young people, however, who have finished the rural schools, or the eighth grade of town schools, who prefer to go to the Normal school rather than to the nearest high school. Since provision must be made for the Lindly Scholarship pupils it has been decided to admit others of similar qualifications to the following course of study if they are of sufficient maturity to take it profitably. A term fee of two dollars is the only charge for instruction and for ordinary school supplies.

It will be observed that this course is purely academic. Upon its completion a diploma will be awarded, which will be distinguished from the regular Normal School diploma by suitable designation. Pupils finishing the first two years of this course will be admitted to the Three-Year Course for the preparation of teachers. Those finishing the entire course will be admitted to the Two-Year Course of the Normal department. Upon completion of that course they will be admitted to the junior year of the University of Illinois and of other institutions of similar grade.

Students in this course will be admitted to all the privileges of the regular Normal students. There is thus placed at their disposal an institution of very superior equipment. The two-hour minors require little outside study.

GENERAL COURSE.

FIRST YEAR.

Fall Term.	Winter Term.	Spring Term.
Arithmetic 4	Arithmetic 5	Bookkeeping 5
Nature Study 4	English 5	Agriculture 4
or Latin 5	Reading 5 (6 wks.)	or Latin 5
or Agriculture 5	Geography 5 (6 wks.)	English 5
English 5	El. Physics 4	Geography 5
Reading 4	or Latin 5	Spelling 4
Spelling 1	or Agriculture 5	Shop 2
Shop 2	Spelling 1	Drawing 2
Drawing 2	Shop 2	
Writing 2	Drawing 2	

SECOND YEAR.

Fall Term.	Winter Term.	Spring Term.
Algebra 5	Algebra 5	Algebra 5
Zoology 5	Physiology 5	Botany 5
or Foods 5	English 5	English 5
English 5	Greek and Roman	Roman Hist. 5
Greek Hist. 5	Hist. 5	or Latin 5
or Latin 5	or Latin 5	or Agriculture 5
or Agriculture 5	or Agriculture 5	Drawing 2
Drawing 2	Drawing 2	Music 2
Music 2	Music 2	

Students completing the foregoing work, or its equivalent, will be admitted to a Three-Year Course in the Normal department without examination.

THIRD YEAR.

Fall Term.	Winter Term.	Spring Term.
Geometry 5	Geometry 5	Geometry 5
Physics 5	Physics 5	Physics 5
Med. Hist. 5	Med. and Mod. Hist 5	Mod. Hist. 5
Literature 5	English 5	Literature 5
or Latin 5	or Latin 5	or Latin 5
Drawing 2	Drawing 2	Drawing 2

FOURTH YEAR.

Fall Term	Winter Term	Spring Term.
*Chemistry 5	*Chemistry 5 (6wks.)	*Sociology 5
American History 5	Physical Geography 5	Physical Geog. 5
Commercial Arith. 5	(6 wks.)	Civics 5
*Geology 5	Civics 5 (6 wks.)	*Astronomy 5
Drawing 2	American Hist. 5	
or Manual Train'g. 2	(6 wks.)	
	*Commercial Geog. 5	

*Optional.

ELECTIVE LIST.

Fall Term.	Winter Term	Spring Term.
Literature 5	Literature 5	Rhetoric 5
Latin 5	Latin 5	Latin 5
†Manual Training 10	†Manual Training 10	Public Speaking 5
†Domestic Arts 10	†Foods 10	†Sanitation 10
Meteorology 5	Economics 5 (6 wks.)	Economics 5
Agriculture 5	Agriculture 5	Agriculture 5
Advanced Read. 5		Solid Geometry 5

†These studies are not, of necessity, limited to the terms in which they are listed.

COURSE 6.

A FIVE-YEAR COURSE FOR SCHOLARSHIP PUPILS AND OTHER GRADUATES OF COUNTRY SCHOOLS AND FOR GRADUATES OF THE EIGHTH GRADE OF TOWN SCHOOLS.

FIRST YEAR.

The first year in Course 5.

SECOND YEAR.

The second year in Course 5.

THIRD YEAR.

First Term.	Second Term.	Third Term.
Reading (3) 5	Arithmetic (3) 5	Pedagogy (3) 4
History (3) 5	Geography (3) 4	Geography (3) 4
Grammar (3) 4	Grammar (3) 4	Nature Study .. (3) 4
Physics or Latin (5) 5	Physics or Latin (5) 5	Physics or Latin (5) 5
Drawing (5) 2	Drawing (5) 2	Drawing (5) 2
Phys. Training.. (3) 2	Phys. Training.. (3) 2	Phys. Training. (3) 2
	Themes (1) 1	Themes (3) 1

FOURTH YEAR.

First Term.	Second Term.	Third Term.
Geometry (5) 5	Geometry (5) 5	Geometry (5) 5
Psychology (3) 4	Psychology (3) 4	Applied Psychol-ogy (3) 4
Biology (3) 4	Biology (3) 4	Biology (3) 4
Med. History or Latin (5) 5	Mediceval and Modern Hist. or Latin (5) 5	Mod. History or Latin (5) 5
Observation 2	Observation 2	Themes 2

FIFTH YEAR.

First Term.	Second Term.	Third Term.
Rhetoric (3) 4	Literature (3) 5	Literature (3) 5
School Management (3) 1	Civics (3) 4	History of Education (3) 4
Phys. or Chemistry (5) 5	Teaching Half Day.	Physical Geography (3) 5
Teaching Half Day.		Reviews 5

The figures in parenthesis indicate the number of the courses with which the several subjects are taken.

Substitutions for several of these courses may be made if thought that the interest of the students can be better subserved.

COURSE 7.

TWO-YEAR COURSE IN PREPARATION FOR TEACHING DOMESTIC SCIENCE. Prerequisites: A four-year high school course including one year of physics, one year of chemistry, one-half year of biology and one-half year of physiology.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Physics 5	General Chemistry 5	Qual. Chemistry 5
Bacteriology 5	Arithmetic 5	Sanitation 5
Psychology 4	Foods II. 5	Sewing I. 5
Foods I. 5	Psychology 4	Psychology 4
	Themes 1	

SECOND YEAR.

First Term.	Second Term.	Third Term.
Rhetoric 5	History of Education 4	Hist. of Education... 5
Literature 5	Design 5	Sewing and Textiles
Foods III. 5	Teaching 10	II. 5
Teaching of D. S. in Training School. 1	Themes 1	Household Chem. 5
Method 4		Teaching in Training School 1
		Electives 5

This course is planned to prepare teachers of Domestic Science for the grades. Additional training or experience may permit them to teach in secondary schools. Half-day teaching in the Training School is required in addition to the teaching in the special subject because of the needs of towns that cannot afford special teachers of Domestic Science. It also strengthens the pedagogy of the special teacher.

FOODS I.—The production, manufacture, structure, composition and preparation of foods.

FOODS II.—A continuation of Course I for four weeks. The remaining eight weeks are devoted to Physiology.

FOODS III.—Chemistry of Foods and Dietetics. Applications to more advanced problems of food preparation, invalids' and infants' foods. Serving of meals for different sums of money.

SEWING I.—Hand and Machine Sewing applied to simple garments.

SEWING AND TEXTILES II.—Designing and making of more complicated garments. Practice in fitting. Study of textiles and fabrics.

DESIGN.—Development of standards for designing of clothing and for house furnishing.

TEACHING OF DOMESTIC SCIENCE.—Discussion of methods and courses, cost of equipment and maintenance. Observation of classes in this subject in the Training School.

Students in other courses may elect such of these courses as they are prepared for.

COURSE 8.

TWO-YEAR COURSE IN MANUAL ARTS.

The purpose of this course is the preparation of teachers of manual training for elementary schools and for woodwork in secondary schools.

Graduation from an accredited high school or an equivalent training is a prerequisite for admission to this course. Graduates of colleges and state normal schools will receive credit for satisfactory work done in such institutions.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Drawing5	Drawing, Represen-	Drawing5
Benchwork10	tation5	Benchwork10
Metal Work5	Benchwork10	Bookbinding10
English4	Metal Work5	Geometry5
Psychology4	Algebra5	
	Psychology4	

SECOND YEAR.

First Term.	Second Term.	Third Term.
Drawing5	Method5	Drawing5
Pottery10	Drawing5	Benchwork10
Elementary Con-	Turning and Pattern	Hist. of Education...5
struction10	Making10	Teaching10
English5	Printing10	

DRAWING.—The Drawing of the First Year, First Term, is construction and decorative design relating to the shop work of the First and Second Term. The Drawing of the Second Term is Representation. That of the Third Term is a continuation of the work of the First Term, with the emphasis on Decoration.

The Drawing of the Second Year is all mechanical drawing; it will be connected as closely as possible with the shopwork.

BENCHWORK.—The Benchwork of the Third Term of the Second Year will consist of the working out of a course of seventh and eighth grade problems.

METHOD.—The Method work will be Special Method in Manual Training.

COURSE 9.

DRAWING.

TWO-YEAR COURSE FOR SPECIAL TEACHERS IN PUBLIC SCHOOLS.

Graduation from an accredited high school, or equivalent scholarship, with a natural aptitude for drawing, is a prerequisite for this course.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Psychology4	Psychology4	Pedagogy4
Literature5	Literature5	Nature Study4
Drawing10	Drawing10	Drawing10
Elementary	Elementary	
Construction5	Construction5	
Manual Training ...5		

SECOND YEAR.

First Term.	Second Term.	Third Term.
Ancient History5	Hist. of Education...4	Hist. of Education...5
Blackboard illustration and, Courses of Study and Methods of Study..5	History of Art10	Teaching10
Rhetoric5	Primary Method5	Drawing10
Drawing10	Teaching5	

EXPLANATION OF THE COURSES IN DRAWING.

FIRST YEAR.

First Term.—Principles of design, working out definite problems for the manual arts.

Second Term.—Principles of perspective as shown in still life, groups, interiors, exteriors, street scenes and landscapes in pencil outline, pencil painting and charcoal.

Third Term.—Use of water colors in plant forms and still life.

SECOND YEAR.

First Term.—Life drawing from costumed figures and animals, using pencil, charcoal, ink and color. Use of blackboards.

Comparison of courses of study. Making a course with drawings, illustrative of the lines of work for various grades.

Second Term.—The history of art will be a lecture and study course. Photographs and lantern slides will be used. In connection with this there will be some cast drawing in charcoal, sketches in pencil, pen and ink and water color.

Third Term.—Mechanical drawing, out-of-door sketching.

COURSE 10.

TWO-YEAR COURSE IN VOCAL MUSIC.

This course is intended for the preparation of teachers and supervisors of vocal music in public schools. Candidates for graduation must be graduates of accredited high schools.

Private lessons in voice culture and accompanying are open only to students in the course.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Psychology4	Psychology4	Pedagogy4
Literature for Children5	Method5	Methods5
Ear Training and Dictation4	Sight Singing4	Sight Singing4
Sight Singing5	Ear Training and Dictation4	Ear Training and Dictation4
History of Music2	Voice Culture1	Voice Culture1
Voice Culture1	History of Music2	History of Music2
Chorus Work1	Chorus Work1	Chorus Work1
Accompanying1	Accompanying1	Accompanying1

SECOND YEAR.

First Term.	Second Term.	Third Term.
Rhetoric5	Sight Singing3	History of Educa....5
Sight Singing3	Literature5	Sight Singing3
Harmony2	Harmony2	Harmony2
Theory2	Theory2	Theory2
Teaching5	Teaching5	Teaching5
Methods4	Methods4	Methods2
Voice Culture1	Voice Culture1	Voice Culture1
Accompanying1	Accompanying1	Accompanying1
		Music Appreciation..3

COURSE 11.

SPECIAL THREE-YEAR COURSE IN DRAWING AND MUSIC.

The requirements for admission are the same as in Course 10.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Psychology 4	Psychology 4	Pedagogy 4
Rhetoric 5	Music Methods 5	Music Methods 5
Sight Singing 5	Sight Singing 4	Sight Singing 4
Ear Training 4	Ear Training 4	Ear Training 4
Drawing 10	Drawing 10	Drawing 10
Voice 1	Voice 1	Voice 1
Accompanying 1	Accompanying 1	Accompanying 1

SECOND YEAR.

First Term.	Second Term.	Third Term.
Literature for Children 5	Literature 5	Nature Study 4
Harmony 2	Harmony 2	Harmony 2
Elementary Construction 5	Elementary Construction 5	Chorus 1
Music Methods 4	Music Methods 4	Music Methods 2
Voice 1	Voice 1	Voice 1
Accompanying 1	Accompanying 1	Accompanying 1
Sight Singing 3	Sight Singing 3	Sight Singing 3
Teaching 5	Teaching 5	Teaching 10

THIRD YEAR.

First Term.	Second Term.	Third Term.
Theory 2	Theory 2	History of Education 5
Music History 2	Music History 2	Theory 2
Art Methods and Blackboard Illustration 5	History of Art 10	Drawing 10
Manual Training 5	Primary Method 5	Music History 2
Drawing 10	Teaching 5	Music Appreciation 3
Chorus 1		Chorus 1

DEGREE COURSE.

COURSE 12.

THE ONE-YEAR COURSE leading to the degree of Bachelor of Pedagogy is open to graduates of colleges and universities under the following conditions:

1. The applicants must possess the qualifications requisite for admission to the graduate schools of the University of Illinois, the University of Chicago or Northwestern University.

2. The requirements for graduation are four courses, each one year in length, and occupying five recitation periods per week.

3. These four courses may be selected from the Degree Courses given below, but must be satisfactory to the Faculty. Not all of these courses are given each year, and the previous work of the applicant will be taken into account in determining the selection.

DEGREE COURSE.

COURSE 13.

THE TWO-YEAR COURSE leading to the Degree of Bachelor of Education is presented in the rules given herewith.

RULES.

By an act of the General Assembly of Illinois this institution was authorized to confer degrees upon students who should finish courses of instruction of suitable quality and length. The same law authorized three of the four other State Normal Schools to perform the same office.

The following uniform rules were adopted:

1. The degree conferred by the Illinois State Normal Schools shall be known as Bachelor of Education.

2. Graduate of Illinois State Normal Schools, or of other State Normal Schools of equal rank, shall be admitted to the Illinois State Normal Schools to two years of graduate study leading to a degree.

3. Graduates of colleges whose graduates are admitted to the graduate schools of the University of Illinois, University of Chicago or Northwestern University, shall be admitted to a course of graduate study of one year leading to a degree.

4. The requirements for each year's work in graduate study shall consist of four courses each a year in length, five hours a week.

5. Normal school graduates for a degree shall be permitted to take three of the eight courses in absence, provided that the courses be taken under the direction of the faculty of the Normal School, and that the final examination be taken at the Normal School directing these courses.

6. The work done by the Normal School graduates in approved colleges, as defined in rule 3, may be accepted as an equivalent of four of the eight courses required for a degree; the other four courses must be taken in residence at the school conferring the degree.

The courses to be offered for the year 1913-1914 will be determined by the wishes of those making application for the degree. Such application should be made before the first of September, 1913.

COURSES FOR THE DEGREE OF BACHELOR OF EDUCATION.

1. LITERATURE DEGREE COURSE.

FIRST YEAR:

1. First Term.—Ballad and Epic Poetry.

Studies in the early English Ballads, the developed folk epic, the modern art epic, the minor forms of narrative poetry.

2. Second Term.—Lyric and Dramatic Poetry and the Dramatic Monologue.

The earlier and later English writers; the sonnet, the ode and memorial verse; the typical forms of the drama of Shakespeare and the poetical monologue of Tennyson and Browning.

3. Third Term.—The Essay, the Short Story, and the Novel.

Study of the various forms of the Essays, of the development and forms of the Short Story, and some survey of the history of the Novel with a study of the narrative art of typical novels.

SECOND YEAR:

4. First Term.—Nineteenth Century Poetry.

From Wordsworth and the later romantic writers to Arnold.

5. Second Term.—American Poetry.

Bryant, Poe, Emerson, Longfellow, Whittier, Lowell, Holmes, Whitman, Lanier, and later minor writers.

6. Third Term.—Literature for Children. (Optional with Course 7.)

A cultural study of the types of literature for children; as, child verse, the fairy story, the myth and fable and animal story, the Bible story, ballad literature, the more developed literature of heroism and adventure, and poems of nature.

7. Third Term.—The Teaching of Literature. (Optional with Course 6.)

A more specific preparation for teaching literature in the high school. This will include the study of material with reference to the courses of study and to manner of presenting it.

2. ENGLISH COMPOSITION—ONE-YEAR DEGREE COURSE.

1. First Term.—Advanced Rhetoric.

2. Second Term.—Composition.

Narrative and descriptive writing, with study of narrative and descriptive literature. Short themes and longer fortnightly themes.

3. Third Term.—Composition.

Expository and argumentative writing, including work in composition for public speaking. Study of illustrative literary selections. Short themes and longer fortnightly themes.

3. MANUAL TRAINING. DEGREE COURSE.

Material for two-year credits may be selected from Course 8.

4. LATIN. DEGREE COURSE.

FIFTH YEAR.

First Term.—Selections from Horace's Odes and Satires, with special attention to the private life of the Romans and other allusions contained therein. Prosody.

Second Term.—Plautus and Terence, one play each.

Third Term.—Review of Latin Literature. Reading of representative authors in selections. Note book.

SIXTH YEAR.

First Term.—A Teacher's Course in Cæsar. An intensive study of portions of the text, with special attention to the historical background. Gallic life and customs, and politics back of the conquest.

Second Term.—A Teacher's Course in Cicero. An intensive study of the Catiline Conspiracy with its political and historical background.

Third Term.—A Teacher's Course in Vergil. Intensive study of portions of the twelve books, with the legend, mythology and history incidents. Roman customs.

Throughout the course emphasis will be laid upon the manner of presentation and the relative value of difficulties to be overcome by the student.

Prerequisite: A four-year high school course in Latin.

5. GERMAN. DEGREE COURSE.

THIRD YEAR.

Group-reading in Schiller and Goethe. Two plays for each author will be read and discussed. There will be selected from the following: *Die Braut von Messina*, *Wallenstein*, *Maria Stuart*, *Die Jungfrau von Orleans*, *Egmont*, *Iphigenie auf Tauris*, *Torquato Tasso*. In this course some careful translation, both written and oral, will be done, but the bulk of the work will be carried on in German. Special attention will be paid to the historical setting of each play.

FOURTH YEAR.

The reading of Heine's *Die Harzreise* and a brief survey of German literature. About a term and a half will be given to a consideration of the methods of teaching beginning German and *Wilhelm Tell*. A systematic review of the grammar covered in the first year's work will be

given. This will be largely in the form of prose, and the memorizing of selected phrases and sentences. From time to time the student will observe and take charge of the beginning class. The work in Tell will cover the historical setting, careful rendering of difficult passage and an examination of doubtful passages. The development of the various plots will be carefully considered.

6. EXPRESSION. ONE YEAR. DEGREE COURSE.

This course is designed to fit students to become teachers of reading, public speaking and dramatic art in secondary schools.

I. PHONICS. Breath control. Relaxation and control of body. Concentration. Imagination in relation to vocal expression. Development of emotional power. Literary interpretation. Recitals.

II. Forms of the dramatic. Character study. The monologue. Dramatization of studies. Folk plays. Presentation of scenes from good modern plays. Stage management. Presentation of the Shakespearean play.

III. Fundamentals of public address. Study of great orations. Extemporaneous speaking. The debate. Practice in public speaking before the school.

Opportunities will be offered in the course for the conduct of classes and for the coaching of plays under personal supervision.

7. PHYSIOGRAPHY. DEGREE COURSE.

Advanced Course, one year.

This course will cover in the first two terms the work outlined in Salisbury's Advanced course, with laboratory and field work and a large amount of collateral reading. The principles and methods of physiography in the secondary school and the selection of material will be given special consideration.

The third term will be given to a study of meteorology.

8. GEOGRAPHY. DEGREE COURSE.

Advanced Course:

First Term:—Eurasia, a study of the physical and economic geography of the continent. The geology, physiography, and climate, as factors in location and development of natural resources; influence of physiographic regions and developments of the various peoples; problems of the Oriental countries.

Second Term;—Principles of geography, based upon previous work on North America and Eurasia. Meaning and scope of geography; distribution and characterization of land forms and climates; natural resources, their relation to man's distribution and industrial and social development; relation of geography to other sciences.

Third Term:—A study of countries and their chief products and industries as determined by soil, climate, geographical situation; trade routes, seaports; centers of commerce and industry, their location; exports and imports; chief articles of trade, their sources and relative importance.

9. VOCAL MUSIC. DEGREE COURSE.

A one-year credit may be selected from Course 11 for specials, p. 25.

10. PHYSICS. DEGREE COURSE.

Those who elect physics will be expected to pursue the course throughout the year. At least four periods per week must be spent in the laboratory and three in recitation, lectures, etc. An advanced text book will be used. Following is the schedule of work by terms:

Fall Term:—Mechanics and Sound.

Winter Term:—Magnetism and Electricity.

Spring Term:—Heat and Light.

Prerequisites:—A year of physics in an accredited high school, or its equivalent, and trigonometry.

11. CHEMISTRY. DEGREE COURSE.

Students who elect chemistry will be expected to pursue the course throughout the year. At least four periods per week must be spent in laboratory practice and three in recitation, lectures, etc. During the fall term a good high school text will be used. In succeeding courses more advanced texts will be used.

Fall Term:—General chemistry, continuing the course in elementary chemistry offered for undergraduate students. Special emphasis will be put upon metals, the reduction of ores, and other commercial and industrial applications of chemistry.

Winter Term:—Qualitative analysis.

Spring Term:—Organic chemistry and the chemistry of sanitation.

Prerequisites:—A half year of chemistry in an accredited high school, or its equivalent.

12. BOTANY. DEGREE COURSE.

This course, if chosen, should be carried throughout the entire year. The Biology of the Junior year is a prerequisite. The work is intended primarily for those who intend to specialize in historical science, but will be of service to elementary teachers. Assistance in undergraduate laboratory courses will constitute a portion of the course.

Fall Term:—Composites; Cryptogams.

Winter Term:—Bacteriology; History.

Spring Term:—Plant Physiology, Economic Plant Families.

13. ZOOLOGY. DEGREE COURSE.

This course, if elected, should be carried throughout the entire year. The Biology of the Junior year is a prerequisite. The work is intended primarily for those who intend to specialize in biological science, but will be of service to elementary teachers. Assistance in undergraduate laboratory courses will constitute a portion of the course.

Fall Term:—Invertebrates (with emphasis on Insects).

Winter Term:—Vertebrates (except birds); Embryology.

Spring Term:—Birds; Pond Fauna.

14. HISTORY OF THE UNITED STATES. DEGREE COURSE.

ONE YEAR.

First Term—Territorial Development—Progressive unfolding of the continent (discoveries and explorations). Territorial claims of European nations. Territorial Grants. Land claims of the states. Changes in boundaries and boundary disputes (nation and state).

Second Term—Slavery—Origin of slavery. Slavery in colonial days (attitude of British government and of colonists). White servitude. Negro plots. Slavery in Revolutionary days. Cotton gin. Slave trade. South becomes pro-slavery. Growth of anti-slavery. Final struggle. Slavery in Illinois.

Third Term—Growth of Union—Isolation of the colonies. Colonial unions. Unions of revolutionary times. Articles of confederation. Constitution. Nature of American federalism. Development of the sentiment for union. Anti-union manifestations (Hartford convention, nullification, secession).

15. MODERN EUROPEAN HISTORY. DEGREE COURSE.

ONE YEAR.

First Term—France in the eighteenth century, including the Revolution. Projection of Russia into European history. Rise of Prussia. Social, industrial, intellectual, and religious spirit of the age.

Second Term—Napoleonic era. Reconstruction of Europe after the Napoleonic wars. Industrial revolution. Revolution of 1848. Unification of Italy and Germany. Third French republic.

Third Term—British Empire in the nineteenth century. Political and social reforms. Russia in the nineteenth century. Turkey, Expansion of Europe. Present day problems.

16. DRAWING. DEGREE COURSE.

Two one-year courses may be selected from Course 9 for specials.

17. DOMESTIC SCIENCE. DEGREE COURSE.

Two one-year courses may be selected from Course 7 for specials.

18. MATHEMATICS. DEGREE COURSE.

TRIGONOMETRY—FALL TERM.

Geometrical demonstration will be employed to give meaning to the trigonometric functions. Many problems will be given to help fix the formulas and to give practice in the use of the tables. Text: Conant.

COLLEGE ALGEBRA—WINTER TERM.

Prerequisite: Trigonometry.

A brief review of the theory of exponents and the quadratic equation. The binominal Theorem; Equations above the Second Degree; Inequalities; Ratio and Proportion; Variation; Progressions; Logarithms; Permutations and Combinations; Series; Continued Fractions. Text: Rietz and Crathorne.

ANALYTIC GEOMETRY—SPRING TERM.

Prerequisites: College Algebra.

The topics will be taken up in the following order: Co-ordinate System; The Locus of an Equation; the Equation of a Locus; Equation of the First Degree; Transformation of Co-ordinates; The Circle.

The Parabola; The Ellipse; The Hyperbola; General Equation of the Second Degree; Spirals.

19. HISTORY OF EDUCATION. DEGREE COURSE.

A one-year course covering ancient and modern education.

1. Fall Term.

Selected topics from Greek, Roman, medieval and modern education to the 20th century.

2. Winter term.

The development of secondary education and training of teachers for such schools.

3. Spring term.

The school system of the United States, including a general survey of the development of education in this country.

20. PHILOSOPHY OF EDUCATION. DEGREE COURSE.

A half year course with Rosenkranz as a text.

21. PSYCHOLOGY. DEGREE COURSE.

A one-year course in the history of Psychological theories.

The Greeks, Plato and Aristotle, Modern Psychologists, and more especially Wolff, Locke, Leibnitz, Herbart, Wundt, Mill, Spencer, Hall, Dewey and James.

22. LEADING PROBLEMS OF THE MODERN ELEMENTARY SCHOOL. DEGREE COURSE.

One Year's Work.

FALL TERM.

Recent development of the course of study in the U. S. Expansion of studies in response to school needs. Crowding of the curriculum and remedy. Double difficulty of simplifying and enriching the course of study. A basis for organization of studies in the curriculum. Relative values and inter-relation of studies. Relation of formal to content studies, a projected course of study. Criticism of present curricula.

WINTER TERM.

Units of study in the forms of types for organizing the subject matter in History, Science, Literature, Geography, and Manual Arts.

Illustrative types worked out and discussed for the leading studies.

The working out of units of study and the organization of subject matter by students.

SPRING TERM.

The general principles of method applied to the several studies.

Illustrative lessons in various subjects and grades.

Difficulties of class room work. Individual versus class instruction. Teaching children how to study. The use of illustrative materials and libraries.

Text books and their use. The problem of supervising teachers.

ANALYSIS OF SUBJECTS IN COURSES NOT LEADING TO A DEGREE. PSYCHOLOGY, PEDAGOGY, PHILOSOPHY OF EDUCATION.

MR. COOK AND MR. GILBERT.

1. PEDAGOGY.—Third term, Courses 3 and 4. Four hours a week.

The course shows that the past is the foundation of all future knowing, how individual notions may be effectively presented to classes of children, how the mind passes to more general phases of knowledge, and how the mind returns to the more significant interpretation of facts by the application of general notions or laws. Along with these studies there are observations of illustrative lessons with children, the making of lesson plans and a discussion of some fundamental school problems.

TEXT: McMURRY'S METHOD OF THE RECITATION.

2. PSYCHOLOGY.—First year, course 2; second year, course 3; third year, course 4. Four hours a week.

This course occupies one year. The first term is devoted to a study of the intellect; the second, to the feelings and the will; the third, to the method of the subjects of the elementary school.

A psychology text is used the first two terms. The McMurry method books are used the third term with illustrative class exercises with children.

3. PHILOSOPHY OF EDUCATION.—Last term, Senior year. Five hours a week. Elective.

The text is Rosenkranz's Philosophy of Education. The course covers Parts I and II.

4. HISTORY OF EDUCATION.—Fifth and sixth term, Course 2, and ninth term, Course 3. Four hours and five hours a week.

TEXT: MONROE'S HISTORY OF EDUCATION.

SCHOOL ORGANIZATION AND MANAGEMENT.

MR. GILBERT.

A course will be given for those preparing for principalships. One hour each week throughout the Senior year.

HISTORY AND CIVICS.

MR. PAGE AND MISS PATTEN.

1. HISTORY.—Second term, Course 2. Four hours a week.

The term is devoted to a careful study of the principles of method in history. The work in all grades of the elementary school is considered. The principles and theories involved are brought out by assigned reading and class discussion. Due consideration is given to the best available material for the various grades of work.

TEXT: MACE'S METHOD IN HISTORY.

2. HISTORY OF ILLINOIS.—Third term, Course 2. Four hours a week.

A course in which those events of Illinois History which are of national importance are studied.

TEXT: SMITH'S STUDENT'S HISTORY OF ILLINOIS.

3. HISTORY.—First term, Course 3. Five hours a week.

The term is devoted to a study of American history. Instead of a general survey of the whole field of our history, a limited number of topics is selected. Those typical in their character and those which, grouped together, give a view of great movements or important phases of our history, are the chosen ones. The great purpose of the term's work is not the acquisition of new facts, but rather the power to interpret facts. Keen interpretative ability is regarded as a fundamental of method.

TEXT: McLAUGHLIN'S HISTORY OF THE AMERICAN NATION.

4. HISTORY.—Fourth term, Course 3. Five hours a week.

To obtain skill in interpreting the history of other peoples, one term is devoted to the study of the principal periods of Ancient History.

TEXT BOOK: WEST'S ANCIENT HISTORY.

5. CIVICS.—Eighth term, Course 3. Four hours a week.

Two principal thoughts guide the work in civics. The first is that our political institutions are the result of an evolutionary process. The second is that certain fundamental principles have determined the character of our political institutions. In emphasizing and illustrating these ideas, the main facts in the structure of our government (local, state and national), are brought out. The whole course is a practical illustration of method. Incidentally, specific methods are presented. Much collateral reading is done and special research is made.

TEXT BOOK: JAMES AND SANFORD'S GOVERNMENT IN STATE AND NATION.

6. GREEK AND ROMAN HISTORY.—Second year, Course 5. Five hours a week.

TEXT: WOLFSON'S ESSENTIALS OF ANCIENT HISTORY.

7. MEDIAEVAL AND MODERN HISTORY.—Third year, Course 5. Five hours a week.

TEXT: WEST'S MODERN HISTORY.

8. AMERICAN HISTORY.—Fourth year, Course 5, tenth and eleventh terms.

TEXT: JAMES AND SANFORD.

9. CIVICS.—Fourth year, Course 5, eleventh and twelfth terms.

TEXT: Advanced Civics. Forman.

10. SPECIAL METHOD IN HISTORY.—Elective, winter term, Senior year. Five hours a week.

A study of special methods for teachers, covering sources of material, choice of facts, organization of facts, interpretation, time relation, geographic influences, use of original sources, maps and graphic charts, pictures, the library, historical material, etc., with practical illustrations. Much attention is given to a discussion of available material.

TEXT BOOK: BOURNE'S TEACHING OF HISTORY AND CIVICS.

11. ENGLISH HISTORY.—Elective fall term, Senior year. Five hours a week.

Emphasis is laid upon those phases and periods of English History which are of special significance to Americans.

TEXT: CHEYNEY'S SHORT HISTORY OF ENGLAND.

12. MEDIAEVAL HISTORY.—Elective, second term, Senior year. Five hours a week.

The term is devoted to intensive study of a limited field of history. Most of the available material, both of primary sources and of secondary authorities, is accessible in the library. Thoroughness of mastery, and not extent of ground covered is the aim. Among the chief purposes of the term's work are the following: To learn the historic processes, to learn how to search out information from books, to gain an idea of the vastness of the subject of history, to divorce the student from dependence on a text book, to train the judgment in weighing the value of material and in selecting that which suits one's purposes, to learn to generalize from a mass of materials, etc. The topics selected for this intensive work may be varied from year to year.

13. CIVICS.—Elective, winter term, Senior year, Course 2. Five hours a week.

Taken with No. 5, with an additional recitation each week devoted to special topics.

14. POLITICAL ECONOMY.—Elective, spring term, Senior year. Five hours a week.

The aim is to inculcate a thoroughly intelligent and practical view of the subject. The evolutionary and theoretical methods are chiefly used, though some observations are made.

TEXT: BULLOCK'S ELEMENTS OF ECONOMICS.

The library is unusually strong in the department of history. Care is not spared to make it systematic and comprehensive. Not only are the leading secondary authorities to be found on our shelves, but also a liberal supply of the sources most useful to the student. Constant additions are being made to the list of books and every new demand is met as promptly as possible. The library is a government depository, and receives all the publications of the United States government. Several thousand volumes have been received.

DEPARTMENT OF SCIENCE.

MR. WAGER, MR. WHITTEN, MISS MANN, MISS SWIFT.

STUDENT LABORATORY ASSISTANT, JENNIE A. WHITTEN.

The subjects included in this department are Meteorology, Nature Study, Zoology, Hygiene and Applied Science, Human Physiology, Botany, Physics, Chemistry, and Elements of Agriculture and Horticulture.

The aim of the department is to furnish scientific training for the teachers of nature study, and it is the purpose so to unify the different courses as to make each contribute to this end without sacrificing the peculiar interest of any subject.

1. METEOROLOGY.—Second term, Course 3. Five hours a week.

A course in elementary science, with special reference to weather phenomena. Recording of local data; physics and chemistry of the atmosphere; forecasting; weather study in the grades.

MR. WHITTEN.

2. NATURE STUDY.—Third term, Course 3. Four hours a week.

The aim of the course is (1) to give the student a speaking acquaintance and appreciation of the commonest living things in his environment; and (2) to make a somewhat exhaustive study of birds and their economic importance. Emphasis is laid upon field work.

1. Identification and study of trees in their winter condition.
2. Study of elm twig.
3. Study of a typical flower.
4. Study of willow blossoms and comparison with other tree blossoms as they appear.
5. Field study of birds.
6. Classification of birds. Economic importance. Migration of birds.
7. Census of birds' nests on campus and vicinity.
8. Exhaustive study of nesting birds for a period of one day.
9. Birds in relation to agriculture, with especial emphasis upon hawks and owls, woodpeckers, sparrows and warblers.
10. Collect seeds of elm, maple, and box elder and preserve in sand bed for planting nursery.
11. Study of fruit production of the dandelion as illustrative of the overproduction of plants and the consequent struggle for existence among plants.
12. Life history and economic importance of the toad.
13. Nature diaries are to be kept throughout the term.

MISS MANN.

3. NATURE STUDY.—First term, Course 5. Five hours a week.

This course is designed (1) to interest the young student in the common out-of-door phenomena, and (2) to give him a more scientific and detailed knowledge of two economic problems, forestry and dairying.

1. Identification of trees and fall flowers.
2. Identification of common weeds; study of their manner of distribution and method of control.
3. Gathering and preserving of seeds from campus, flower garden, shrubs and trees.
4. Making of soft cuttings; transplanting of same.
5. Study of planting of bulbs.
6. Making and storing of hard cuttings—grape, currant, and ornamental shrubs.
7. Study of woods, with especial reference to their economic value. Make collection of different kinds of wood. Study of cross section of stem.
8. Forestry problems. Value and care of trees. Distribution and conservation of our native forests.
9. Dairying. Breeds of dairy cattle. Testing of milk. Care of milk and its relation to health. Relation of bacteria to sanitary milk production. Butter making. Study of butter substitutes and of laws regulating their manufacture and sale. Cheese making.
10. Observation on out-of-door phenomena connected with the change of seasons and the preparation of plants and animals for winter.

4. BIOLOGY.

It is the aim of the year's work in this subject to acquaint the student with typical forms of plant and animal life to the end of understanding as far as possible the nature of the forces at work in the world of living things. It is believed that it is necessary that the teacher have as broad a training as possible in the science of living things in order that he may approach the teaching of Elementary Science or Nature Study with understanding. Such a training makes possible a deeper insight into the significance of fundamental processes and supplies standards for judgment in relative values. The work is carried on by text-book study, laboratory work and out-of-door excursions. Along with the scientific study of any organism is made the attempt to understand it in all of its relations to man and his welfare.

The seasonal changes make the division of the work into three parts a matter of convenience, although the placement of zoology in the fall term does not preclude the study of fall flowers, nor of botany in the spring the study of pond life at that time. The larger topics may be outlined and grouped as follows:

1. ZOOLOGY.—First term, Course 2; fourth term, Course 3.

The work begins with a study of insects since at this time these animals are particularly abundant. It is thought that these animals should

be understood, since they play so important a part in the life of man. This is followed by other invertebrate forms, emphasis being placed upon the unity of physiological processes, though attended by a difference in morphology. The bearing of this study upon the theory of evolution is not lost sight of. Discussions of prehistoric forms are introduced to the end that a comprehensive notion may be had of the range of life, both in time and diversity of forms.

2. **PHYSIOLOGY.**—Second term, Course 2; fifth term, Course 3.

The study of the vertebrates is completed. This serves as a fitting introduction to the study of man's body. In connection with the various forms previously taken up, an examination is made into their physiological processes, so that the study of the human body becomes largely comparative in its nature. Here again, emphasis is laid upon those processes which are common to all living things.

As a basis of hygienic living, a study is made of food and food values. Calculations of dietaries in fuel value. Study of bacteria and their relation to disease; the application of the facts learned to sanitary principles.

3. **BOTANY.**—Third term, Course 2; sixth term, Course 3.

The study of the plant as an organism. An examination by experiment and observation into the manner in which the plant lives. Out of this study are developed certain principles applicable to agriculture.

At such points in the work as are opportune the organization of materials for Nature Study lessons is introduced. Some time is spent in investigating the aim and materials of Elementary Science and Nature Study.

A few of the lower plant forms are taken up, such as pleurococcus, spirogyra, moss, fern, etc.

In connection with all of the work a notebook is kept in which are incorporated the drawings made in the laboratory and such descriptions and lecture notes as are deemed important.

MR. WAGER.

4. **ECONOMIC ZOOLOGY.**—Fourth term, Course 5. Five hours a week.

The aim of this course is (1) to acquaint the student with the vast importance of insects, their relation to man, and their control. (2) To acquaint him with the mammals indigenous to his region and methods of controlling such as are pests. (3) To study types and breeds of farm animals.

1. Study of typical insect; its morphology, life history, and economic importance.

2. Study of the life history of the Monarch Butterfly as a typical lepidopterous insect. Economic importance of other members of the group.

3. Study of some of the commonest bugs of economic importance—aphids, chinch bug, and cicada.

4. Life history of the housefly and its importance as a carrier of disease.
5. Life history of the mosquito and its relation to the spread of disease.
6. Study of the community life of the bee from observation hive.
7. Sparrow as weed and seed destroyers.
8. Field and laboratory studies of native mammals.
9. Types and breeds of farm animals.

MISS MANN.

5. PHYSIOLOGY.—Fifth term, Course 5. Five hours a week.

MISS MANN.

6. PLANT STUDIES.—Sixth term, Course 5. Five hours a week.

It is the aim of this course (1) to acquaint the student with the plant as an organism; (2) to identify the common wild and cultivated plants; (3) to determine the characteristics of some of the principal plant families.

1. Study of buds and bud management.
2. Grafting and planting of hard cuttings.
3. Study of seeds and their germination.
4. Study of the structure and function of roots.
5. Study of stem structure; function of parts with experiments.
6. Structure and function of leaf.
7. Study of some of the spring flowers as representatives of some of the more important plant families.
8. Study of two or three typical flowerless plants, such as spirogyra, mold and moss. Especial emphasis is to be laid upon the fungi of economic importance.
9. Relation between flowers and insects.
10. Origin of fruit from the flower.
11. Planting of home grounds for decorative purposes.
12. Nature diaries are to be kept throughout the term.

MR. WAGER AND MISS MANN.

7. PHYSICS.—Fourth term, Course 2, and seventh term, Course 3. Five hours a week.

It is the aim of this course to provide the grade teacher with a sufficient working knowledge of physical laws to enable her to interpret the chief physical phenomena of daily life; to make her feel more or less at home amidst the play of those physical forces whose application to the problems of living, through machines, devices for heating, lighting, ventilating, and otherwise, so tremendously influences all our activities.

No attempt will be made to cover the entire realm of physics and the aim as stated above will serve as a guiding principle in the selection of topics of study. Laboratory illustration and verification will accompany the study of a text.

A high school course in physics, or its equivalent, is presupposed for this course. Students of superior attainments who can satisfy the instructor as to their proficiency in physics may, by special arrangement, be permitted to substitute course 8, 10, 11, or 13 below.

MR. WHITTEN.

8. CHEMISTRY.—Eighth term, Course 3. Five hours a week.

A study of the more important elements and their compounds.

Inductive development of chemical laws.

Chemistry of familiar things. Elective where not required.

MR. WHITTEN.

9. ELEMENTS OF AGRICULTURE AND HORTICULTURE.—Spring term, Senior year. Elective. Five hours a week.

Chemistry is a prerequisite.

MR. WHITTEN.

10. ADVANCED PHYSICS.—Winter term, Senior year. Continuation of Course 7. Elective. Five hours a week.

MR. WHITTEN.

11. ADVANCED CHEMISTRY.—Spring term, Senior year. Continuation of Course 7. Elective. Five hours a week.

12. ADVANCED NATURE STUDY AND AGRICULTURE.—Senior year. Elective. Five hours a week.

A consideration of the work in Nature Study and Elementary Science throughout the grades during the fall, winter and spring terms. Field excursions; choice of subject matter; collection, preservation and study of material; intensive treatment of a few topics appropriate to the season; a course of nature study for the grades; the literature of nature study; values and aims; relations to other subjects; observation and discussion of lessons in the grades. This work will be helpful not only to grade teachers, but also to prospective teachers of High School Science.

MR. WAGER AND MR. WHITTEN.

13. METHOD IN PHYSICAL SCIENCE.—Fall term, Senior year. Five hours a week. Elective.

This course is designed to make a special study of the topics from physics and chemistry suitable for use in the grades, to arrange such topics into a course of study, and to prepare plans and arrange apparatus for the actual presentation of the topics to children.

MR. WHITTEN.

14. ELEMENTARY PHYSICS.—Second term, Course 5. Four hours a week.

The object of this course is an elementary study of some of the more common appliances through which physical laws are made to contribute to human progress. The work consists of the study of a text, use of reference books, and numerous laboratory exercises.

MISS MANN.

15. AGRICULTURE.—Third term, Course 5. Four hours a week.

An elementary study will be made of soils, farm crops, farm machinery, farm animals, etc. The authorities consulted will consist of a text book and numerous pamphlets and bulletins of the Department of Agriculture and of the various colleges of agriculture. The principal theses will be demonstrated by laboratory exercises.

MR. WHITTEN.

16. PHYSICS.—Seventh, eighth and ninth terms, Course 5. Five hours a week.

A high school course. Special effort will be made to connect the work with real life and thus to give it concrete connection. The study of the text will be accompanied by numerous demonstrations and laboratory exercises.

MR. WHITTEN.

MATHEMATICS.

MR. PARSON, MISS PARMELEE.

1. ARITHMETIC.—First term, Course 2. Four hours a week.

The primary aim of this course is to fit the students to teach arithmetic most effectively to children. The work consists of a thorough examination of the subject for the purpose of discovering its logical organization and unfolding as well the pedagogical method of its presentation.

2. ARITHMETIC.—First term, Course 3. Four hours a week. Second term, five hours a week.

The work of the first term consists of a careful study of the science of arithmetic. Especial attention is given to presenting this part of arithmetic to children.

The second term is devoted to the application of arithmetic to practical affairs. Measurements and percentage are fully treated.

3. ARITHMETIC.—First term, Course 5, four hours a week; second term, five hours a week.

An academic treatment of the subject.

4. COMMERCIAL ARITHMETIC.—Tenth term, Course 5. Five hours a week.

5. GEOMETRY.—Seventh, eighth and ninth terms, Course 5. Five hours a week.

6. BOOKKEEPING.—Third term, Course 5. Five hours a week.

7. ALGEBRA.—Fifth term, Course 2. Five hours a week.

The work of this course is a thorough review and intensive study of the more difficult topics of the elementary algebra. To enter this course the student should have had a year or more of algebra in a good high school.

8. ALGEBRA.—Third and fourth terms, Course 3. Four and five hours a week.

This course is intended for students who have had but a limited training in algebra. It aims to distinguish sharply between illustration and demonstration of mathematical truth and to lead the student to an appreciation of the exactness and rigor of the science.

9. GEOMETRY.—Sixth term, Course 2. Five hours a week.

This course extends over one term of twelve weeks and is devoted in the main to solid geometry. To enter this course students must have had at least one year of high school work in plane geometry.

10. GEOMETRY.—Fifth and sixth terms, Course 3. Five hours a week.

This course extends over two terms of twelve weeks each and includes plane and solid geometry. It is arranged for students who have had less than a year of work in the subject.

11. TRIGONOMETRY.—Spring term, Senior year. Five hours a week. Elective.

12. COLLEGE ALGEBRA.—Winter term, Senior year. Five hours a week. Elective.

LANGUAGE.

MISS WHITMAN AND MR. WIRTZ.

1. ENGLISH GRAMMAR.—Third term, Course 2. Four hours a week.

The work in English Grammar is largely inductive. Both literary English and our own every-day speech furnish material for study. First, the passages chosen are considered with a view to discovering the principles of sentence structure and the properties of words, by virtue of which they are capable of filling their various offices in the sentence; second, original statements of the principles discovered are made. The student also forms his own definitions of technical terms used. The text-books serve chiefly for reference and corroboration of the student's own discoveries.

During the entire course the emphasis is laid on the analysis of the sentence, and all intensive study is made to be a means to the full interpretation of the sentence in its essential form.

2. ENGLISH GRAMMAR.—First and second terms, Course 3. Four hours a week.

The work in English Grammar for the three-year course covers the same ground as that for the two-year course; however, since two terms are devoted to it by the three-year pupils, a more detailed study of each topic is possible. The thought must be seen back of the sentence before this is possible.

Much attention is given to method of presentation in the grades through discussion in the class-room and actual work with the children of the Training School. An important feature of the work is the exam-

ination of text-books in grammar, both for the purpose of acquiring skill in interpreting authors and to judge of the merits of the books for use in the grades.

It will be observed that Latin is offered as an elective in the three-year course. The object in this is both to introduce a culture study and to offer opportunity for further strengthening in English. The advantage of the study of an inflected language, such as Latin, is two-fold: first, one gains an insight into grammatical relations that can scarcely be attained from any other source; second, it not only offers opportunity for, but demands fine distinctions both in thought and expression. For outline see the statement of course in Latin.

3. LATIN.—Course 4. Five hours a week.

FIRST YEAR.

First Term.—Study of inflectional forms and simpler constructions, with constant drill in vocabulary and comparison of Latin and English modes of expression.

Second Term.—Further study of forms and constructions and reading of easy Latin. Reading of Latin aloud intelligently. Simple prose composition.

Third Term.—Completion of the Beginner's Book; review of syntax; consecutive reading.

SECOND YEAR.

First Term.—Cæsar, books I and II. Prose composition.

Second Term.—Cæsar, books III and IV or selections from other books. Prose composition.

Third Term.—Cicero, Orations against Catiline I-IV. Prose composition and study of historical setting, argumentation and literary style.

THIRD YEAR.

First Term.—Cicero, The Oration for Archias and Manilian Law. Prose composition.

Second Term.—Five hours a week. Vergil's Aeneid, books I-III. Much attention paid to narrative, mythology and scansion. Prose composition.

Third Term.—Vergil's Aeneid, books IV-VI. Review of Prose Composition.

FOURTH YEAR.

First Term.—Cicero de Senectute and de Amicitia. Careful review of syntax.

Second Term.—Livy, book XXI. Prose composition.

Third Term.—Livy, book XXII. Prose composition.

4. GERMAN.—Course 4. Five hours a week.

THIRD YEAR.

First Term.—Elementary German. Study of principles of German grammar with much practice in pronunciation, reading and speaking. As a text some grammar, such as Thomas's or a beginning book as Vos's *Essentials of German*, is used. As soon as practicable *Gluck Auf* is begun and carried on with the grammar work.

Second and Third Term.—Completion of grammar or beginning book and *Gluck Auf*. Reading of two or three easy texts taken from the following: Zehokke's "*Der Zerbrochene Krug*," "*Immensee*," "*L'Arrabbiata*," "*In St. Jorgen*." In using these the work is divided between covering the lesson by translation and the question and answer method. Frequently easy German from other books is read and the class is required to reproduce it either orally or in writing. Prose once a week is based on the text read.

FOURTH YEAR.

First Term.—Reading of "*Hoher als die Kirche*," "*Fritz auf Ferien*," or their equivalent, followed by the reading of "*Wilhelm Tell*."

Second Term.—"*Die Jungfrau von Orleans*," and "*Minna von Barnhelm*."

Third Term.—"*Teja*," "*Hermann und Dorothea*," and "*Iphigenie*." A complete review of German grammar with a view to teaching it.

During this year's work somewhat the same method is employed as during the second and third terms of the third year, and, in addition to this, the student is led, so far as possible, to a correct interpretation and appreciation of the literary worth of the work read.

5. GREEK.—Course 4. Five hours a week.

THIRD YEAR.

First Term.—Study of forms and construction with rapid oral translation of short sentences from Greek to English, and vice versa.

Second Term.—Further study of forms and syntax, and reading of a portion of the first book of Xenophon's *Anabasis*; reading of Greek aloud, both before and after translation.

Third Term.—Completion of first book of *Anabasis*, with special attention paid to prose composition.

FOURTH YEAR.

First Term.—Second and third book of the *Anabasis*; continued work in prose.

Second Term.—Fourth book of the *Anabasis* and selections from the *Hellenica*. Prose composition.

A term's work in comparative etymology may be substituted.

Third Term.—Homer's *Iliad*, books I-III, omitting the catalogue of ships. Study of Ionic dialect; scansion; collateral reading in English.

ELECTIVE.—A course in comparative etymology and syntax is offered each winter term as an option with the work of the same term in fourth year Latin or Greek, or German of the second year. It may be substituted for only one of these three branches.

READING AND ORATORY.

MR. LYON.

It is the aim through the reading course to enable the pupil to grasp the full mental content of the printed page; to make careful discrimination; to cultivate the imaginative power; to control and direct the emotional nature; to appreciate the finer spirit of literature, and to express his appreciation with simplicity and naturalness.

The work in reading may be outlined under the following headings;

1. Voice Culture. 2. Bodily Expression. 3. Reading and Dramatic Work.

1. VOICE CULTURE.

1. Reading.—Second term, Course 2.

1. VOICE CULTURE.—It is the aim of this course to eradicate speech defects and undesirable vocal qualities; to bring out the latent power and beauty of the voice, and to develop such resonance, flexibility and sympathy as will make the voice a fit medium for the expression of thought.

2. BODILY EXPRESSION.—In order to render the body more responsive to thought and feeling, the following are sought for: Power of relaxation and appreciation of rhythm in movement; elimination of self-consciousness and the establishment of repose, control and freedom, attainment of grace and dignity of bearing.

3. READING AND DRAMATIC WORK.—It is the purpose in reading to develop careful thought analysis; perception of sense-relation; power of imagination; realization of the mental attitude of reader as revealed by form of expression; emotional power. In order to accomplish this purpose the work must be carefully graded according to the pupil's natural development. Material is used from Dickens, Mathew Arnold, Tennyson and others.

During a part of the term a Shakespearean play is read with special reference to: (a) the interpretation of difficult passages, (b) character study, (c) plot, (d) presentation of principal scenes with personation of characters.

2. READING.—First term, Course 3. Five hours a week.

The work in this course is somewhat the same as that of the two-year course, although less condensed. Analysis and method work in some of the upper-grade classics will be given, also a Shakespearean play.

3. READING.—Second term, Course 4. Five hours a week, first term and a half, Course 5. Four and five hours a week.

The especial purpose of this course is to produce good sight-readers. All that has been given in previous statements is to be considered as equally applicable here.

4. PUBLIC SPEAKING.—Elective. Five hours a week.

5. ADVANCED READING.—Elective. Five hours a week.

6. A COURSE IN PHONETICS, two hours a week, will be given in connection with the above courses.

DRAWING.

MISS MERRITT.

AIM OF THE COURSE:

1. An appreciation of the beautiful in nature.

2. An appreciation of the fine works of art and a power of interpretation.

3. A power of discrimination between the good and the bad in the industrial world and a joy in the good.

4. A power of invention.

5. A definite knowledge of the few fundamental principles underlying each of the four phases of drawing.

6. A certain amount of technique in handling the various media.

1. COURSE 5.—Two hours a week.

FIRST YEAR.

Constructive and decorative design related to the manual training.

SECOND YEAR.

Representation.

THIRD YEAR.

Constructive and decorative design.

FOURTH YEAR.

Representation and the Fine Arts.

2. COURSE 2.—Two hours a week.

First Term.—Landscape and nature drawing. Principles of lettering. Blackboard sketching.

Second Term.—Principles of perspective, animal and pose drawing.

Third term.—Blackboard sketching, constructive and decorative design, nature drawing, comparison of course of study.

3. COURSE 3.—Two hours a week.

First term.—Landscape and nature drawing. Principles of lettering. Blackboard sketching.

Second Term.—Principles of perspective, animal and pose drawing.

Third Term.—Blackboard sketching, constructive and decorative design, nature drawing.

Fourth Term.—Landscape and nature composition.

Fifth Term.—A study of some of the world's masterpieces.

Sixth Term.—Constructive and decorative design, blackboard sketching and lesson plans.

GEOGRAPHY AND GEOLOGY.

MISS WELLER.

The purpose is first to give the student the true notion of Geography, a knowledge of the earth as man's home, of man at work in a world alive, furnishing the conditions for working and living; second, to organize material for Geography, basing the organization upon the principles of causal relationship and comparison.

1. GEOGRAPHY.—First term, Course 2 and 4. Four hours a week.

A brief review of the earth as a whole, size, shape, relation to the sun, motions, ocean-basins, continental platforms and conditions.

North America—physiography, drainage, climate, position in the world: heat, wind and rainfall belts, economic geography, studies of type regions, comparison of other continents with North America.

A consideration of home geography or that of the child's experience.

Selection and organization of topics suitable for intermediate and grammar grades; principles governing their selection and arrangement.

The use of such aids to geographic impressions as pictures and slides; maps, globes, and modeling sand, paper pulp, putty, plaster; map drawing, chalk-modeling, diagrams; field trips.

2. GEOGRAPHY.—Second and third terms, Course 3. Four hours a week.

The work is essentially the same as that of Course 2, but more time is given to blackboard work and to the organization of type studies.

3. GEOGRAPHY.—Course 5.

This course includes a general review of each of the continents covering the physiology, climate, industrial and commercial development. Type regions will be chosen for special elaboration, which represent the large units in geography, and these will be made bases of comparison for regions in other parts of the world.

4. PHYSICAL GEOGRAPHY.—Ninth term, Course 3. Five hours a week.

This course supplements the student's work in geography. The relation and relative value of the chief factors involved in the dependence of man and all life upon the physical environment will be emphasized. In connection with each topic, the life side, in its practical significance, is made much of. The study also becomes an aid to general culture.

ORDER OF TOPICS.

The Lithosphere.

1. Relief features of the first and second orders. Subordinate Topographic Features.

2. Work of the atmosphere.

3. Work of ground-water.

4. Work of running water.

5. Work of snow and ice.

1. Exercises with wands, dumb-bells, bean bags and bounding balls.
2. Fancy steps.
3. Fancy marches.
4. Games.
5. Rhythm.

COURSE 4.—BASKET BALL.—Elective. Open to any student possessing the physical requirements. Doctor's certificate as to condition of heart and lungs required. Fall and winter terms.

COURSE 5.—INDIAN CLUB SWINGING.—Elective. Two hours a week. Spring term.

COURSE 6.—SPECIAL METHOD, PRIMARY GRADES.—Elective. Five hours a week. Spring term.

COURSES 1, 2 and 3 are compulsory and necessary for graduation. No credits are given for courses 4 and 5. Full credit is given for Course 6.

The gymnasium, with a clear floor space of 80 by 75 feet, well ventilated and lighted on two sides by large windows eight feet from the floor, offers splendid facilities for the personal development of the Normal students, and the acquirement of a knowledge of physical exercises for presentation to pupils in the school room.

There is good equipment of new apparatus, and the adjoining bath rooms for spray and shower baths are free to students.

A suitable suit and rubber-soled shoes are necessary in the gymnasium, and those persons not already provided with such attire are advised to procure it after reaching the school, as a greater uniformity of costume may be thus acquired. The cost will be about five dollars.

This department aims to do practical work, developing a well trained body as a support for a well trained mind.

DOMESTIC SCIENCE.

MISS HALL.

1. FOODS.—Elective. Ten hours a week.

This course covers briefly the following topics:

1. The composition and nutritive value of foods.
2. Their relation to the needs of the body.
3. Fundamental principles and processes of cooking.

The method of studying these topics includes:

1. Experiments designed to lead the student to discover, for himself, to verify or to illustrate certain fundamental principles drawn from the pure sciences which have direct application to the process of preparing foods.
2. The application of these principles in cooking.

3. Discussion of assigned topics from Hutchison, "Food and Dietetics;" Thomas, "Practical Dietetics;" Halliburton, "Chemical Physiology;" Stewart, "Physiology;" Conn, "Bacteria, Yeasts and Molds."

SEWING.—Elective. Ten hours a week.

1. Consideration of the course of study in sewing for the elementary school.
2. Material and models suited to the different grades.
3. The making of models and simple garments.

MANUAL ARTS.

MR. VAUGHN.

Each of the following forms of hand work aims:

- a. To give experience in a craft which has been of large social significance and has grown to large industrial importance.
- b. To teach important processes of working over material selected into useful and artistic forms.
- c. To emphasize the structural basis of design, and the function of design in its application to objects of daily use.
- d. Through the making of things to develop an appreciation of the artistic and intrinsic value of objects used in every day life.
- e. To give the students some understanding of the problems of manual training in the elementary school.

The student selects for execution those problems which involve typical processes of working the material and which are of use in the class room.

SHOPWORK IN WOOD.—For graduates of country schools. Two hours a week. Three terms.

This course aims to develop the fundamental principles of design and construction in wood. While wood is the basic material of this course, woodworking is treated as a craft, in which various materials may be used in the construction of articles—metal for hinges, handles, etc.; leather for upholstering; cane and rush for tops, seats, etc.

2. BOOKBINDING.—Elective. Ten hours a week.

For orderly and systematic development, bookbinding is probably the ideal craft for school work.

The course begins with a brief working out of the simple types of books suitable for grade work, and proceeds to the higher types of conventional bookbinding. It includes the binding of magazines, the rebinding of old books, and the binding of new books from the original sheets, bringing in the various methods of sewing and the typical forms of covers.

3. CONSTRUCTION.—Elective. Ten hours a week.

This course is arranged to prepare students to teach the various forms of construction or industrial work suited to the grades from first to sixth.

The work is based on the course of study prepared for the Training School, and is carried out on four distinct lines, i. e., Book-making and binding, Textiles, Pottery, and Blockbuilding and simple Woodwork.

Plans and designs for the various problems are prepared by the students.

4. METALWORK.—Elective. Ten hours a week.

It is the aim of this course to give the students some skill in handling the various materials and processes and to encourage and enable them to continue the work in their homes, with simple and inexpensive equipment.

After a few preliminary projects, the work is largely individual.

The following list indicates something of the scope of the work: trays, letter files, bookends, bowls, candle scones, fancy boxes, paper knives, vases, fern dishes, spoons, watch fobs, belt buckles, stick pins, etc.

In the execution of these problems, the following processes are involved: pounding on sandbag and over stake and anvil, filing, sawing, annealing, riveting, soldering, etching, and repousse.

Consideration is given to the history of the craft, and the characteristics of brass, copper, and silver.

5. SHOPWORK.—BENCHWORK AND WOOD TURNING.—Elective. Ten hours a week.

The purpose of this course is to familiarize the student with wood-working tools, and with the proper methods of planning and constructing projects in wood.

The course is planned from the standpoint of the mature student who desires to do as advanced work as is in keeping with his ability.

Some consideration is given to the following topics:

Woodworking industries.

Kinds of wood and method of preparation for the market.

Wood finishing.

Shop equipment and its cost.

6. POTTERY.—Elective. Ten hours a week.

The course in pottery involves the following processes:

1. Modeling.

2. Coil building.

3. Various forms of decoration.

4. Preparation and applications of glazes.

5. Biscuit and glaze firing.

6. Making and use of moulds.

7. Thrown on potter's wheel.

Some consideration is given to the composition of clay and glazes, to the history of the clay industries, and to the development of the modern art ware.

Special attention is given to the beauty of form and decoration, and to the principles of design as related to pottery.

7. PRINTING.—Elective. Ten hours a week.

This course aims to acquaint the student with the elements of printing in its three main divisions of work—Composition, Imposition and Presswork.

THE TRAINING DEPARTMENT.

C. A. McMURRY, DIRECTOR.

About six hundred children in the public schools of DeKalb constitute the Training School. About two hundred fifty are in the Normal building and the rest are in the Glidden School.

Two teaching credits are required for graduation. The general plan anticipates two terms of teaching, one term as assistant and one term in charge of a room each for one-half of each day. The arrangement is modified somewhat in individual cases. In the city building there is a critic for each room who will thus have the supervision, ordinarily, of from two to four pupil-teachers, since beginners are permitted to assist in the care of rooms. The pupil-teachers are conditioned substantially as they will be in their subsequent teaching, with this difference,—the supervision is closer.

Illustrative exercises with classes of children conducted by critic teachers, heads of departments, and by unusually capable pupils constitute a regular and important feature of the training work.

The following course of study is organized under the direction of the Superintendent of Public Schools. Much assistance is contributed by individual members of the city teachers and of the Normal School faculty. A large part of this is so interwoven that individual credit cannot be given. It is not invidious to make mention of the work of Mr. Keith, on Penmanship; of Mr. McMurry on Geography topics and references; of Miss Patten, on the History outlines; of Mr. Parson, on Inventional Geometry; of Mr. Wager, on Nature Study;; of Mr. Annas and Miss Wiswall, on Music; of Miss Merritt, on Drawing; of Miss Foster, on Physical Training, and Miss Whitman, on Grammar.

COURSE OF STUDY. THE LANGUAGE GROUP.

The studies of this group—Literature, Reading, Language, Spelling and Writing—hold at once the widest relations with the Course of Study as a whole and the closest among themselves. The aim throughout the course is to recognize this fact and keep the members of the group in immediate association each with the other and in intimate correlation with other studies.

LITERATURE.

In the first three grades children are introduced to literature by oral story-telling. The exercises in learning to read run parallel to the story-telling.

All primary teachers should be skillful story-tellers and equally skillful in getting good oral reproduction from the children. The power over language and the enrichment of thought obtained from stories are of great value. The oral treatment of stories is also the best preparation for thought work in reading proper.

References for Teachers' use:

Special Method in Reading.

Scudder's Literature in Schools.

Songs of Treetop and Meadow.

Land of Song (3 volumes).

FIRST GRADE.

Suggested list for story-telling and oral reproduction:

Fairy and Folk Stories.

The Old Woman and Her Pig.

The Three Billy Goats Gruff.

The Three Bears.

Three Little Pigs.

Chicken Little.

Grimm's Briar Rose (Sleeping Beauty).

Grimm's Rose-Red and Snow-White.

Grimm's The Elves and the Shoemaker.

Grimm's The Musicians of Bremen.

Grimm's The Wolf and Seven Little Kids.

Andersen's The Pea Blossom.

Andersen's The Ugly Duckling.

Cinderella.

The Wonderful Pot.

ANIMAL STORIES.

Andersen's What the Moon Saw.

Ouida's Moufflou.

Androclus and the Lion.

BIBLE STORIES.

Moses in the Bulrushes.

The Christ Child.

David and Goliath.

The Child Samuel.

FABLES.

The Crow and the Pitcher.
The Hare and the Tortoise.
The Fox and the Crow.
The Goat, the Kid and the Wolf.
The Two Goats.
The Town Mouse and the Country Mouse.

SECOND GRADE.

Beauty and the Beast.
Hiawatha.
Robinson Crusoe.
Arabian Nights, Aladdin and His Wonderful Lamp.
Arabian Nights, The Fisherman and the Genie.
The Pied Piper of Hamelin.
More English Fairy Tales.
The Lost Princess, Eva March Tappan.

THIRD GRADE.

Greek Myths: Tanglewood Tales, The Wonder Book, The King of the Golden River.
Robin Hood (school edition), Howard Pyle.
The Story of Siegfried, Baldwin; Chs. I-VI.
Jungle Book, Rikki-Tikki-Tavi.
Mowgli and Toomai of the Elephants.
Arabian Nights, Sinbad the Sailor.
The Story of King Arthur, Sidney Lanier; Book I.

READING.

In primary grades reading exercises involve first, rich and interesting thought exercises and second, the mastery of a formal art.

A definite phonetic plan is needed which will reduce the difficulties of mastering forms to their lowest terms. Equal emphasis is placed on the thought and form difficulties in primary reading. The difficult problem for solution is the proper mingling of thought and form in expressive reading.

The following list of books is selected for use in the different grades.

Each poem or story, as far as possible, should be treated as a complete unit of thought.

The reading of complete stories, longer and shorter, is of great importance in developing the power of children to interpret and appreciate thought values. The course in Literature and Reading should be a complete introduction of children to American, English and World Literature.

To get children interested in such readings and to form the habit of using and enjoying such books is a very important part of the best education.

FIRST GRADE.

Summers Primer, Brooks Primer, Riverside Primer, Outdoor Primer, Sunbonnet Babies, Free and Treadwell Primer, Horace Mann Primer, Circus Reader, Elson First Reader.

SECOND GRADE.

Overall Boys, Free and Treadwell First Reader, Around the World, I; In Mythland, I; Old Time Stories Retold, Reynard the Fox, Progressive Road to Reading, II; Elson Second Reader, Tell Me a Story, Bow-Wow and Mew-Mew, Pets and Companions.

THIRD GRADE.

The Tree Dwellers, The Early Cave Men, Free and Treadwell Second Reader, Fairy Stories and Fables, Lansing's Rhymes and Stories, Robinson Crusoe, Fifty Famous Stories, Classic Stories, More Classic Stories, Robert Louis Stevenson's Child's Garden of Verses, Progressive Road to Reading, III.

FOURTH GRADE.

Old Stories of the East, Story of Ulysses, Andersen's Fairy Tales, Judd's Classic Myths, Stories of Old England, Four Old Greeks, Great Americans for Little Americans, Pinocchio.

FIFTH GRADE.

Hiawatha, Arabian Nights, Achilles and Hector, Short American History Series, Rip Van Winkle, Kingsley's Greek Heroes, Robin Hood Stories, Pied Piper of Hamelin, Hiawatha.

SIXTH GRADE.

King of the Golden River, Robin Hood, The Flag-Raising, The Wonder Book, Tanglewood Tales, Scotch Stories and Ballads, Horatius at the Bridge, Ulysses Among the Phalacians.

SEVENTH GRADE.

Miles Standish, King Arthur and His Court, Birds and Bees, Lobo, Rag and Vixen, Christmas Carol, Grandmother's Story of Bunker Hill, William Tell, Haidu (Spyri), King Arthur (Mallory), Stories from British History, Birds and Bees.

EIGHTH GRADE.

Snow Bound, Treasure Island, Cricket on the Hearth, Afoot and Afloat, Evangeline, Tom Brown's School Days, Ichabod Crane, The Great Stone Face, Kathadin and Chesuncook, Man Without a Country, Schrab and Rustum, Little Women.

LANGUAGE.

The mastery of language forms for oral and written use is the main purpose of language exercises.

Much stress should be laid upon the mastery of the simple elements, the common, daily correct usages, both in speech and in writing and composing.

In the first six grades emphasis is placed upon correct usage and the formation of correct habits of writing and speaking.

Technical grammar in a very simple form, embracing the few essentials, is reserved for the seventh and eighth grades. In these grades grammar should throw much light upon correct usage, and there should be a constant review and application of previous studies in connection with grammar in seventh and eighth grades.

FIRST GRADE.

Sources of materials for written work.

1. The naming of objects the pictures of which the pupils have drawn upon the board.

2. Names of their pets, e. g. dog, cat, bird.

3. Names of colors—of grass, of flowers, of leaves, of the sky, etc.

4. One-word requests or commands, e. g. fly, run, hop.

5. Short, interesting sentences in which there is much repetition, e. g. *a.* What can I do with my feet. (I can run? I can hop? Etc.)

b. What a dog can do.

c. What a cat can do.

d. What is in the sky.

e. What I can do with my ball.

f. Things I like to do in winter; in spring; in autumn.

g. What the rain falls on.

h. What the sun shines on.

6. Description of simple objects of interest to pupils.

7. Sentences suitable for special days.

8. Simple invitations to school functions.

9. Riddles about common things.

In writing the pupils learn, on the form side:

1. The use of capital letters in writing the first word of every sentence and in writing the names of people and of places.

2. They also learn to close every sentence with a period or a question mark as needed.

Most of the written work is upon the board where large, free, light lines are insisted upon.

In speaking they learn when to use *a* and when *an*, the correct use of *is* and *are*, *was* and *were*. They learn to avoid the use of *aint* and *have got*.

SECOND GRADE.

Sources of material for written work:

1. Questions about a plant or animal studied. Leave room for the answers after the pupils have observed more closely.
2. Reproduction of short, simple stories.
3. Copy poems which the pupils have memorized into Poem Books which they have made.
4. A single stanza of poetry written from memory.
5. Description of a person. The other pupils guess what person is described.
6. Description of an interesting event or incident.
7. Description of simple games or plays.
8. Description of pictures in the room; answers to questions about them.
9. Description of pictures which the pupils have drawn to illustrate their Literature.
10. Description of small pictures which each has pasted at the top of his sheet of writing paper, or a story which the picture suggests to him.
11. Description of the interesting tricks which their pets perform.
12. Description of home occupations, or plays.

In writing the pupils learn, on the form side:

1. How to use capital letters in writing the subject of a composition.
2. The abbreviations for Mr. and Mrs.
3. The use of the comma in separating terms of a series.
4. How to use correctly quotation marks and the comma to separate the quotation from the rest of the sentence.
5. Indentation of the first line of a composition.
6. Leaving of a margin at the left side of the paper in writing.
7. Correct use of the homonyms I, eye; to, two; know, no; their, there; hour, our; son, sun; meat, meet; buy, by; knew, new; aunt, ant; tail, tale; ate, eight; cent, sent; and of *of* and *off*.

In speaking the pupils learn to use correctly *there is* and *there are*; *I* and *me*; *this* and *that*; *these* and *those*; the correct pronoun needed after *is* and *was*.

Pupils learn the correct use of the irregular verbs:

break	broke	broken
begin	began	begun
come	came	come
do	did	done
go	went	gone
eat	ate	eaten
lie	lay	lain
see	saw	seen
sit	sat	sat
write	wrote	written

THIRD GRADE.

Sources of material for written work.

1. The same as in second grade.
2. Letter writing.
3. Simple dramatization of stories.
4. Original stories.
5. Stories about noted men and women in whom the pupils are interested.
6. Nature Note Books in which pupils record interesting observations.
7. Recipes for making candy and other things which children can make.
8. Interesting problems in Arithmetic for other members of the class to solve, but no pupil must write a problem which he cannot himself solve.
9. Notes on a Home Geography Excursion. In writing the pupils learn on the form side:
 1. How to use the apostrophe to denote possession.
 2. How to use the apostrophe in the contractions, *isn't*, *hasn't*, *haven't*, *hadn't*, *don't*, *doesn't*.
 3. How to use the period in the abbreviations, *Dr.*, *St.* (Street), *Ct.*, *doz.*, *Capt.*, *Col.*, for the names of the months and for the name of their state.
 4. How to paragraph.
 5. A good form for letter writing.
 6. How to address an envelope.
 7. How to divide words into syllables for the purpose of making a proper division at the end of a line.

The pupils learn to write correctly the homonyms:

rode	rowed	road
berry	bury	
weak	weak	
bow	bough	
sail	sale	
whole	hole	
pear	pair	pare
one	won	
forth	fourth	

In speaking the pupils are taught how to use properly the following irregular verbs:

choose	chose	chosen
drink	drank	drunk
fly	flew	flown
give	gave	given
get	got	gotten
ring	rang	rung
sing	sang	sung
take	took	taken
teach	taught	taught
break	broke	broken
tear	tore	torn
speak	spoke	spoken
rise	rose	risen
wear	wore	worn

The correct use of *who* and *whom*, *may* and *can*, *each* and *every*, *either* and *neither*, is insisted upon.

FOURTH GRADE.

In this grade the pupils use a Language Book—Our Language Book.

I. The sources of material are the same as in third grade, but better and more work is required.

In writing the pupils learn, on the form side:

- The use of capital letters in writing poetry.
- The use of the period in writing one's initials.
- The use of the comma in separating the name of the person addressed from the rest of the sentence.
- The use of the exclamation point.
- How to write the contractions, *I'll*, *I'm*, *I've*, *o'clock*, *'tis*, *it's*, *ne'er*, *he's*, *she's*, *shouldn't*, *couldn't*, *shan't*, *isn't*, *aren't*, *hasn't*, *can't*, *you'll* and *there's*.
- How to write the following homonyms:

hall	haul	
false	faults	
heard	herd	
gait	gate	
waist	waste	
Francis	Frances	
peace	piece	
flea	flee	
seen	scene	
oar	ore	o'er

hart
Jesse

heart
Jessie

g. How to write the abbreviations, *etc., sec., min., hr., in., ft., yd., pt., qt., gal., bbl., U. S., D. C., R. R., amt.*

In speaking, the pupils learn to use correctly the relative pronouns, *who, which* and *that*; *like* and *as*, and the following irregular verbs: *set, set, set; lay, laid, laid; stay, stay, stayed; win, won, won; throw, threw, thrown; ride, rode, ridden; dig, dug, dug; freeze, froze, frozen.*

The pupils develop rules for forming the plurals of nouns, by adding *s*, by adding *es*, by changing *f* to *v* and adding *es*.

The teacher works to overcome the use of *ain't*, of *seen* for *saw*, of *done* for *did*; of *you was* for *you were*.

FIFTH GRADE.

1. Review of language exercises of the four preceding grades.
2. Business letters, business social forms, bills and receipts.
3. Homonyms.

cellar	seller	plain	plane
creak	creek	aloud	allowed
lesson	lessen	soul	sole
pedal	peddle	colonel	kernel
all	awl	in	inn
chews	choose	night	knight
hose	hoes	alter	altar
mail	male	been	bin
fir	fur	tacks	tax

4. Abbreviations: *acct., Hon., Gov., Pres., Co., Jr., Sr., M. D., Prof., Supt., Maj., Sen., Rep., Messrs.*

5. Review the harder irregular verbs as *lie* and *lay*, *sit* and *set*, to *be*, *do*, *fly*, *get*, *shall* and *will*, *may* and *can*.

6. Prefixes and suffixes and their meaning: *a, non, in, ex, ab, pre, sub, inter, ad, ante, anti, contra, post, re, con, de, fore, un, per, ness, ling, kin, ly, est, ness.*

7. Practice in using the dictionary. Use of dictionary markings.

8. Vowel and consonant drills. Phonetic accuracy.

COMPOSITION.

A variety of written exercises involving points studied in previous grades.

Topics for composition may be taken from biography, travel, natural scenery, machines and inventions, personal experiences, science, agriculture.

The paraphrasing of poems and stories from memory furnishes training in composition. Standard forms of letter writing.

SIXTH GRADE.

1. Correction of common errors in speech. Use of adjectives and adverbs in comparisons. Avoid extravagance in speech, as *awful, dreadful, etc.* Discuss the common use of slang. Review the use of pronouns and irregular verbs.

2. Abbreviations: C. O. D., D. D., Atty., N. B., via., vol., mss., Cr., viz. Review other abbreviations and contractions.
3. Make a list of homonyms. Group synonyms and antonyms.
4. Free use of the dictionary, cyclopedias and other reference books. Show how to select materials from reference books.

COMPOSITION.

Outlining points for composition. Paragraphing as based on outlines.

Select for composition reference topics in history, geography, science and literature, lives of authors, topics for debate.

CORRESPONDENCE.

Business letters and social forms.

Written exercises on current events, newspaper topics and large topics of general public interest.

Informal introduction of grammatical terms, subject, predicate, modifiers, noun, verb, clause, object.

Review and apply the simple marks of punctuation, period, comma, quotation marks, capitals, apostrophe.

GRAMMAR.

SEVENTH GRADE.

The study of the sentence as a unit.

I. The sentence as the expression of a thought.

II. The different kinds of sentences.

1. Declarative.
2. Interrogative.
3. Imperative.
4. Exclamatory.

III. The main parts of a sentence.

1. Subject.
2. Predicate.

IV. The base of the sentence, recognized as the essential frame work.

1. Base of subject (noun, pronoun).
2. Base of predicate:
 - a. main part (verb, verb phrase).
 - b. main part plus complements.

V. The modifiers of the base of the subject:

1. The word modifier:
 - a. The adjective.
 - b. The participle.
 - c. The noun.
 - d. The pronoun.
 - e. The infinitive.
2. The modifying phrase, finally distinguished:
 - a. Prepositional phrase.

- c. Infinitive phrase.
 - b. Participial phrase.
- 3. The modifying clause:
 - a. form (resembles a sentence).
 - b. parts (subject and predicate).
 - c. base.
 - d. modifiers.
 - e. connecting force of one of the parts.
- VI. The modifiers of the base of the predicate:
 - 1. The modifying word:
 - a. adverb.
 - b. noun.
 - c. pronoun.
 - d. infinitive.
 - 2. The modifying phrase:
 - a. Prepositional phrase.
 - b. Infinitive phrase.
 - 3. The modifying clause.
 - a. form.
 - b. parts.
 - c. base.
 - d. modifiers.
 - e. the connective force of one of the parts; or, the separate connecting word, the conjunction.
- VII. Compound sentences:
 - 1. form.
 - 2. connective type words, *and, but, or, therefore*.
- VIII. Independent elements:
 - 1. Word,
 - a. interjection.
 - b. expletive.
 - 2. Phrase,
 - a. short phrase, '*to be sure*.'
 - b. long phrase, '*The day being bright, we met*.'

SUMMARY.

- I. Feeling of sentence unity (the whole).
- II. Value of sentence parts (subject, predicate, and modifiers).
- III. Meaning of sentence elements (parts of speech).

GRAMMAR.

EIGHTH GRADE.

- A. Review of work outlined for seventh grade, and sentence analysis based thereon.
- B. The detailed study of the parts of speech, to fix

1. The different forms of each (noun, pron., adj., adv., verb).
2. The correct use of the forms.

This requires,

1. Tabulation of forms in each case (declension, conjugation).
2. Recognition of differences in meaning or in use (properties), more or less shown by form.

I. The noun and pronoun:

1. Forms, to show:
 - a. person, b. number, c. gender, d. case.
2. Kinds: a. common, b. proper, c. personal, d. interrogative, relative, etc.

11. The adjective.

Forms to show comparison, degree of quality.

111. The adverb.

Forms to show comparison.

Forms to show, a. person, b. number, c. tense, d. mode, e. voice.

IV. The verb.

NATURE STUDY.

Nature study is variously defined. It is often misunderstood. It ought here to be stated that it is not merely to cultivate the power of observation, or to appeal to the æsthetic sense, or to furnish material for correlation with other subjects, though this end may and ought incidentally to be attained. Nature study is to develop an attitude of mind. The teacher is so to direct the child mind in its ceaseless reaching out after knowledge of objects in the material surroundings that as a result, the child will live with nature as with a friend. Between the two there is to be a sympathetic contact. To realize this end most completely requires the fullest development of all the powers of the child in so far as they may be influenced by contact with material objects. And on the part of the teacher it requires the same close contact with nature, and the same friendly intercourse with that toward which the child is to be directed.

FIRST GRADE.

FALL TERM.

Flowers.—Identify as many as possible of the common wild flowers, as golden rod, aster, evening primrose, wild sunflower. And in the same way, learn the names of the commoner cultivated flowers, as geranium, salvia, petunia, dahlia, canna, poppy, etc. Similarly learn the common weeds, such as smartweed, ragweed, pigweed, milkweed, wild carrot, wild parsnips, lambs' quarters, etc. At the same time, while excursions afield are being made, there may be undertaken a study of—

Seeds.—These should be collected, noting number produced by single plant; how protected, etc. Seeds may then be stored for study on rainy

days. Abundant material for story work. Such forms as milkweed, burdock, stick-tight, thistle, etc., are suggested.

Trees.—Oak, maple, linden, elm. Begin with forms most familiar to children. Become familiar with their general shape, whether tall or low, broad or pointed, etc. In study of oaks, after studying one form, as red oak, proceed to another, as burr oak, and make careful comparisons, noting differences. Return then to the former to note any previously undiscovered points of similarity or differences. Cultivate in this work the habit of comparing the trees with one another. Attention may be centered about the shape of the tree, color and appearance of bark, shape of leaf and fruit. Collect fruit of each; collect leaves to study coloring. Make leaf chart. Make survey of landscape conditions at the beginning of each month.

The Squirrel.—Shape, size, color, etc. How it climbs a tree. How it runs on the ground. What and how it eats. Where it builds its nest. The preparation it makes for winter. General preparation man makes for winter. Harvesting of corn; vegetables stored in cellar; hay and food for cattle in barn; ploughing for seeds to be sown next spring. Why such preparations are made. Visit a barn and make observations.

Study of pumpkin as one of the farm products. Make a study of this object with a special reference to its symbolism of the season of Thanksgiving.

Reason for giving thanks.

Rain.—Associate with clouds. Value of rain. Why necessary? Exists also as snow and ice.

After leaves have fallen, make excursion to compare pine trees with three trees previously studied. Reason for use of term "Evergreen." Use of Evergreen as Christmas tree. In connection with the approaching Christmas season, study from picture and story the reindeer as entering largely with the Santa Claus stories.

WINTER TERM.

These lessons are not very largely concerned with physiology. The experience of children in the Primary Grades is not such as to enable an understanding of physiological processes. And yet they are daily forming habits of living which no amount of instruction later in life can thoroughly change if wrong. Certainly their effect cannot be changed. These lessons are designed to begin with the daily experiences of the child and upon them and through them to influence his habit. Any instruction is worthless unless it passes over into conduct. Physiology is not a part of the primary child's experience. He has not yet reached the age of reason. His conduct is largely imitative, and his habits the result of early influences. Upon this basis these lessons are to be developed.

The Child's Welfare and Happiness.

How animals keep warm.—Fur bearing (cat, dog, sheep etc.). Feathered (chicken, canary, etc.). Shelters (burrows, nests, holes in trees).

Use we make of animal coverings to keep us warm.—Skins as clothing (shoes, hats, mittens, muffs, coats, cloaks).

Use of feathers (boas, feather beds, down quilts).

Clothing made of hair (woolen cloth).

Other ways in which we keep warm—houses, furnaces, stoves (what we burn in them), bedding, underclothing (need of keeping them clean).

Ways in which we can get warm if we are cold—running, clapping hands and swinging arms; taking hot food or drink, blow hot breath on fingers, rubbing, hot bath.

What to do if we get too cold (frost bitten)—cold water on cold hands or feet—snow on “frost bites”—rubbing of chilled parts. Danger of severe freezing of toes or fingers.

Ways in which we can keep cool when warm weather comes—change clothing, fan ourselves, keep in shade in cool places, avoid violent exercise, keep house cool (keep out sunshine). Raise windows, etc.

In leading the child to think of these things in so far as possible let his own experience and observation furnish the material.

Some other necessities to our happiness—food, friends, (parents, brothers, sisters, playmates)—toys, games, pets.

Food—Best kinds of food (bread, milk, cereals, occasional egg, vegetables, fruits).

Food to be avoided (coffee, tea, meat, cake, etc.).

Best way to eat (chew well, warm cold liquids in the mouth, not eat too much).

Best time to eat (regularly at meal times and not often between meals; not when very tired nor after severe exercise).

Preparation for eating (clean hands and face).

What to do at table (use of knife, fork, spoon; manner of asking for food; leaving the table).

What to do after eating (wash hands and face and rest fifteen minutes).

How to eat the food (chew well; keep mouth closed; use of teeth; care of teeth).

What the food does for us (keeps us warm; gives us strength).

Friends.—Who are our friends? (parents, relatives, playmates). Why do we need them? (parents, care, someone to play with, etc). How should we treat them? (kindness, unselfishness, love).

Toys.—Care of toys. (Have children name them and discuss their care.) What to do with them after playing (put away carefully—habits of orderliness and neatness).

Games.—Favorite games—Why? When to play (not immediately before or after meals). How to treat playmates. Dangers in playing (too near water, ice, etc., or too violently).

Pets.—What are your pets? How do you care for them? How are they useful? How do they give pleasure?

Note.—At the discretion of the teacher there should be introduced suitable gymnastic exercises and instruction in proper sitting, standing, breathing, etc., and correction of bad habits of various kinds to the end of helping the children to form good habits.

Nature Study.

Germination of Seeds.—Plant seeds of lima bean or corn in moist sand or sawdust. Watch process of germination. Lead pupil to see that the seed is a little plant, protected by a coat or jacket. Find out what conditions seeds require to germinate most rapidly. Plant seeds of flowers and vegetables which require transplanting before being placed in the garden.

SPRING TERM.

Continue monthly resume of landscape and out-of-door conditions. Study buds of maple, elm, linden, oak, etc., to the end of discovering what is in the bud. This can be done by placing twig in water and allowing the buds to develop. The bud is a little branch with leaves, and in some cases, flowers, present in a rudimentary condition. Protection of these tender parts.

Spring Flowers.—Identify as many as possible; as dandelion, spring beauty, trillium, jack-in-the-pulpit, oxalis, violet, buttercup, etc. Follow the development of the cherry from the blossom to the fruit. Not, however, with the aim of learning the names of the floral parts but simply to discover that the beginning of the fruit is a flower. Begin work on the garden. Let it be the nucleus for the nature work of the remaining weeks.

SECOND GRADE.

FALL TERM.

Wild Flowers.—Review the flowers learned in the previous grade and study such others as are commonly met with, giving especial attention to the clovers.

Cultivated flowers.—Review the flowers learned in the previous grade and identify all the cultivated flowers on the campus. Fruits. Maple, box elder, catalpa, linden, rose hip, thorn apple, wild cucumber, poppy. Attention should be directed to the fact that the beginning of the fruit was a flower. In an elementary way discuss the functions of the fruit. With the thorn apple compare the cultivated apple and the crab-apple.

Continue as in previous grade the monthly survey of landscape conditions.

Common Vegetables.—Turnip, carrot, radish, parsnip, rutabaga, onion, potato, cabbage, egg plant, pepper.

Horse.—Usefulness. Things the horse does for man. What could man not do had he not the horse? Care. The legend of how the horse was tamed. Read selections from "Black Beauty."

How a horse is protected in winter.

Common Grains.—Identification of wheat, rye, oats, barley, millet as plants. Identification of grain of each; preparation of each for use of man. Use of each.

The Thermometer.—Effect of heat on size of solids and liquids. Freezing, zero and boiling point on the thermometer. Measurement of heat. Make hourly observation on temperature. Construct graph from observation. Obtain data from nightly temperatures and construct graph in the same way.

Study of a bird.—Bluejay suggested. Shape, parts (head, bill, breast, wing, tail, legs, beak), color of each part, food, habits, song.

WINTER TERM.

The Child's Home.

Homes of animals—burrows, hollow trees, nests, etc.

Homes of pets—kennels, barns, bird houses, cages, etc.

Homes in which we live—of what constructed. Rooms and purposes of each. Location of house. Homes of other people. (Esquimo, Indians, warm and cold countries).

Care of the home—Cleanliness (clean shoes; shake dirty clothing before entering).

Sunshine (comparison with plants growing in dark).

Fresh air day and night. How?

What to do in case the house catches fire.

THE CHILD'S BODY.

How some animals care for their bodies—cat, dog, bird.

How best to take care of our bodies—cleanliness (when and how to bathe).

Sunshine (in houses as well as out of doors).

Fresh air (how obtained at night, deep breathing; exercise in proper breathing).

Sleep and rest (number of hours of sleep; conditions for refreshing sleep—fresh air, not too much bedding).

Good food—Review foods outlined for first grade (those best to eat; those to avoid; care in eating properly; care of teeth).

Cheerfulness—Good temper makes food do us more good, bad temper makes us unhealthy.

How to care for the body in case of accident—clothing afire, burns, cuts, bruises, bee stings, mosquito bites.

NATURE STUDY.

If possible keep a tame rabbit in a cage in the room. Encourage the children to determine for themselves the needs of the rabbit, as food, drink, etc. Note how he eats and drinks. How he gets about. Look for tracks of wild rabbits. Harm they do to trees and gardens.

How to attract winter birds, with especial reference to chickadee and woodpeckers. Have the children make their own observations on size, color, habits, and call of birds.

Plant seeds of such garden vegetables as are to be used in the work of the primary garden, as tomatoes, peppers, ground cherries. Plant seeds of flowers which are to be transplanted into the garden, as pansy, chrysanthemum, asters.

Twigs. Note arrangement and difference in size of the buds. Where are the large ones? Place twigs in water and allow buds to develop; study, making appropriate sketches.

What was in the buds? What were the scales for? Study buds on other shrubs and trees. Learn to identify them by their twigs. Watch for returning birds. Begin bird calendar. Collect as many facts as possible concerning each bird observed.

SPRING TERM.

Continue observations of birds with particular reference to the robin, bluebird, grackle, red-winged blackbird, meadow lark, goldfinch, redheaded woodpecker, flicker, scarlet tanager, song sparrow.

Identification of common spring flowers. Blue violet, spring beauty, bloodroot, jack-in-pulpit, dutchman's breeches, dog-tooth violet, anemone, buttercup, wild geranium, trillium, oxalis (pink), oxalis (yellow). Develop appreciation of wild flowers and care in picking.

Observation on blooming of willow (pussy, elm, and soft maple). Observe color, number and arrangement of blossoms; follow their development into ripened fruit. Note adaptations of fruit for dispersal. Plant some seeds of each. Note manner of breaking through soil. What advantage is in such a method?

Direct attention to the fact that a yellow powder is produced, called pollen. Do all the flowers produce pollen? Show that the pollen is necessary for the development of the blossom into a fruit.

Garden making. Transplant seedlings reared indoors into suitable receptacles. Prepare soil of garden plots for planting. Prepare plans for the plot. Plant seeds at such time and under such condition as advised by instructor. It is advised that with this grade such seeds be planted as mature quickly, such as radish, lettuce, particularly onion sets; transplant pansy and tomatoes. Of flowers; nasturtium, morning glory and poppy. Plant gourds and pumpkin for fall study.

THIRD GRADE.

FALL TERM.

Inspect gardens. Gather such vegetables as are mature and pick flowers for school-room decoration or for distribution to sick school-mates or friends. Gather and store poppy and nasturtium seeds. Pick and prepare gourds for drying. When ripe pick and store pumpkins.

Butterflies and moths. Collect larvæ of monarch and cabbage butterfly, and bring to pupation in breeding cages. Follow life history of monarch, noting if possible: moulting of larva, entrance into pupa stage, and emergence of the adult. Keep records of the changes. Store chrysalis of cabbage butterfly, placing it in a box in a cool cellar. Look on tomato vines for "tomato worms," feed in breeding cages containing a layer of earth in bottom. Compare further changes with those of monarch. If possible keep pupa until adult emerges. (Soil must be kept moist). Along with field work on these forms make observations and identify such other butterflies and moths as are most easily obtained. The larvæ of other forms may be bred and pupa obtained as above suggested. Note economic importance of larvæ of forms studied.

Identification of oaks. By comparison study of bark, leaves and fruit learn to distinguish each species. Gather acorns from each for planting.

Note flocking of birds for migration, such as crows, grackle. Look for migrating flocks of ducks and geese. Why do birds migrate? Give many reasons.

Corn. Study plant, noting size of stalk, shape and position of leaves, roots, the tassel, ear. The tassel is a blossom which produces pollen. The ear of the corn is the fruit. Uses of corn stalks as food for cattle, and of corn as food for man and domestic animals. Comparison of corn with grains studied in second grade. Different kinds of corn; field corn, sweet corn, and pop corn.

The Cow. Man's dependence on the cow. Use made of milk in manufacture of butter and cheese, necessity in cooking, bread and milk, etc. Various uses of hide, hair, horns, hoofs, meat, suet, bones. Make butter, soft cheese and ice cream. Care of physical needs of cow—shelter, food, drink, salt, kind of treatment. Insect pests of cow. How protected against them.

WINTER TERM.

THE BODY USEFUL.

Various bodily activities—occupations and plays—parts of the body used in various occupations, games, etc. Names of parts (head, trunk, limbs, etc.).

How our activities are guided—Sight (eye, care of); Hearing (ears, care of); Touch (where most sensitive?).

The importance of these senses may be emphasized by assuming the loss of any one. They help us to avoid certain things (What?). And to enjoy others (What?).

Other ways in which the body tells us about conditions outside—Smell (the nose); taste (the tongue); sanitation of nose and mouth, habits of putting fingers in nose or mouth; use of handkerchief; need of cleanliness to avoid disease and possibly death. These habits, too, help us to avoid bad food and to enjoy pleasant food and odors.

How to make the body strong and most useful—good food, good habits, good temper, self-control over appetite, temper, parts of the body. Good mind to think with and tell us what is best for the body to do.

Some things which weaken the body and make it less useful—Tobacco (statement of facts only, with little or no attempt to explain).

Coffee (Why?). Tea.

Alcohol (report on action of railroads and business men who will not employ men who drink or smoke. They are not useful. Abundant material is available).

Overeating.

Disease.

Accidents which may happen to the body; how to care for it then.

Drowning (demonstrate and have children do the same).

Fainting.

Poison ivy—Bites of dogs.

Review previous emergencies.

Stories of men who have used the body wisely and have lived long and useful lives.

NATURE STUDY.

WATER.—Its uses to man. To plants and animals. Value of pure water. How to purify by boiling.

Where water comes from—earth and sky.

Evaporation of water. Experiments to demonstrate condition affecting evaporation. Condensation of water vapor on cold surfaces. Rain, snow, hail, etc.

Freezing of water—temperature, expansion during. Ice lighter than water. Why this is a good thing.

Demonstration of three states of matter: solid, liquid and gas.

Spring birds. Review birds studied in previous grades and continue observation. Following suggested: Ivory woodpecker, hairy woodpecker, nuthatch, brown creeper, bluebird, junco, etc.

Plant seeds in hot-bed or boxes, such flowers and vegetables as plans for garden demand.

THIRD GRADE.**SPRING TERM.**

Continue observation on returning birds. In connection with each bird encourage children to observe the flight, walking or running, food, and nesting habits. If possible keep under observation a nest of birds, noting number of eggs, time of incubation, condition of young when hatched, how and what young are fed, length of time before young leave nest. Meadowlark, flicker, red-headed woodpecker, cowbird, sandpiper.

Dandelion. Elementary study of the flower (floret, receptacle, scape). Observe history of the flower from bud to fruit with appropriate notes and drawings.

Identify more common unfamiliar wild flowers as, columbine, mandrake, anemone, buttercup, phlox, shooting-star.

Life history of frog and toad. Collect spawn and study various stages in larval life, and from captured tadpoles of previous season. Observe changes during metamorphosis. Economic importance of toads and frogs. Enemies. This work may be accompanied by suitable sketches and descriptions.

Keep calendar of leaf appearance on common trees, when leaf first appeared and when full grown.

Identify the more common butterflies as: mourning cloak, red admiral, sulphurs, cecropia moth, luna moth, sphinx moth. Habits of obtaining food. Correlate with work done during fall term.

Preparation, planting and care of garden, with especial reference to fertilizing soil, and insect enemies of the garden as: cut worm, squash bug. Plant flax, wheat, potatoes and peanuts. Plant such flowers as seem most advisable, chrysanthemums, asters, etc.

Transplant tomatoes and flower and see that plants are cared for. Let the garden be the center of interest for nature work.

FOURTH GRADE.**FALL TERM.**

Report of summer outings: nature discoveries and experience.

Examine the garden. Make proper disposition of the garden produce. Make a special study of the flax as regards the manner of production and the various uses made of it. Carry through the various processes by which the fiber is obtained, and study how it is made into cloth. Study the wheat to determine its manner of production and its uses.

Identify as many of the fall flowers as are familiar. Note the fruits each produces and the adaptations to seed dispersal in the case of each plant. Collect specimens dry and mount. Show with each a specimen of the fruit and a seed.

Plant oak, black walnut, hickory, etc., in garden. At proper time plant and care for such bulbs as seem advisable to be made use of by the grades.

Make a special study of the gopher. Obtain one or two live specimens and keep in cage in the room, noting facts about structure and habits and when thoroughly acquainted with these, allow the animals their freedom. These specimens must be obtained very soon after school opens in the fall. Study then the economic relations of the animal. How can it be destroyed, if it seems that it would be better to destroy it?

Make a special study of a few wild animals, such as the wolf, fox, rabbit, bear and deer. Let these studies be to acquaint the pupil with the habits and distribution of these forms. Are they beneficial or injurious? Why? What can we do to destroy or protect them?

References: Hornaday's American Natural History.

Stone and Cram's American Animals.

Seton's Mammals of Manitoba.

Library of Natural History.

Study the principle of the thermometer. Effect of heat on the size of solids or liquids. How does this operate in the thermometer? Determine the freezing, zero and boiling point on the thermometer. Make hourly or daily observations on the temperature out of doors. Construct graph showing the curve of temperature. By consulting the papers find the temperature for the night also and construct a complete graph for the day and night. Learn to interpret accurately.

WINTER TERM.

I. Review work of previous grade on "The Body Useful."

THE EFFICIENT BODY.

II. Habits of life determine the efficiency of the body.

Long hours of work without proper rest in time make the body weak and incapable of much work.

The person who constantly eats too much in time injures the organs of his body and he becomes diseased and his body useless. Habitual use of cigarettes or alcoholic drinks in time weakens both body and mind.

Careful habits with reference to eating, sleeping and taking of out-of-door exercise, together with a cheerful disposition and something to do, keep the body strong and well and hence more useful.

III. What are the habits which are best for the body? How can we make it strong and ready to do work for us?

A. Habits of eating.

Kinds of food: Bread, milk, potatoes, fruit, cereals, etc.

When to eat: Regularly; not often between meals.

How to eat: Slowly; chew food well; mix well with saliva.
Stop while a bit hungry.

Functions of various organs and secretions.

Saliva: Where produced; number and location of glands.

Necessary for the proper preparation of the food for the body. Do not attempt to explain the chemistry of its action. Chewing gum uses the saliva which ought to be ready to mix with the food.

Constant spitting wastes it.

Teeth: Kinds of. Parts of a tooth. Use specimens. Care of the teeth. Impress the value of the teeth. Have regular examinations by competent dentist; fill cavities promptly. Poor teeth mean food poorly prepared for the body hence a body unable to do its best work.

Stomach: Food after leaving the mouth passes through a tube to a sac called the stomach. Locate it. Here the food is further prepared for the body. We say it is digested. In just what this process consists we shall study in another grade.

Pain in the stomach often results from overeating, or eating the wrong kind of food, such as the stomach cannot properly digest. The stomach tells us if it is not treated properly. Learn how to care for it so that it will help to keep the body strong and well.

Sleeping: Why we need sleep. Regularity in hours of sleeping. Number of hours required. Short "nap" after dinner advisable. Sleep in well ventilated room, with windows open.

Exercise: Play the best form of exercise, when in the open air. Good games to play. Do not exercise severely directly after a meal nor directly before a meal. Rest after violent exercise taken just before meal time. Violent exercise too long indulged in may permanently injure the body. Forms of healthful exercise: Walking, running, games, skating, swimming (not in water too long), baseball, etc.

Care of special parts of the body:

The eye, delicacy of; how to read; simple precautions to be observed in order not to injure the eye.

FOURTH GRADE.

SPRING TERM.

Garden work. Plant and make proper disposition of the cotton, peanut, sweet potato. In the larger class plots plant wheat and oats.

Keep records and observations on returning birds.

Make special study of the woodpeckers as a group of birds.

Use prepared outline for suggestions and references.

Make special study for purposes of identification of the shrubs found on the campus. This will include, of course, such wild forms as are found in the woods as well as the cultivated ones used for decorative purposes.

Keep careful records of conditions out-of-doors, as determined by occasional excursions. The object is to make the pupil sensitive to the rapidity and extent of the spring awakening.

FIFTH GRADE.

FALL TERM.

Gather garden produce, and make such distribution of same as is desirable. Be watchful for the effects of insect ravages. In case such results are found, determine, if possible, what insect is accountable for them.

Weeds.—A weed has been defined as a plant growing out of place. It is evident, then, that there are many such, and, as in the case of birds and trees, it is worth while to be able to call them by name. Many are serious pests; one needs to know about them.

Interest may best be aroused by making an excursion for the purpose of obtaining some idea of the great diversity of plants found growing where they are not wanted. Then establish the motive for the work to follow as the purpose to know some of these plants by name, and the way in which they get on in the world. Field excursions, always carefully planned, enable each pupil to collect specimens. Note with reference to each weed the place in which it grows, such as, for example, in cultivated or waste places; the manner of growth, whether erect or on the ground; is it common or uncommon? etc. Let each pupil collect two specimens. One may be pressed by placing between paper and applying board topped by a heavy weight, the other may be reserved for study indoors. Here make observation on the distinguishing characteristics of the plant. Such are: the shape of the leaf, character of the leaf, whether smooth or rough, character of the stem, whether woody or fleshy, smooth or rough, angular or round. If the blossom be available, note its color. The essentials are: to learn to recognize the plant, to get sharp, clearly defined notions about it so that comparisons may be made with others. Thus a working vocabulary is obtained. The fruit and seeds should be obtained, and the latter studied so that it may be recognized. Note any adaptations for seed disposal. Are few or many seeds produced by a single plant? How may the seeds be recognized? Learn the common names or name.

The pressed and dried specimen should be attached to a suitable cardboard sheet (either by gluing it fast or by the use of gummed strips) and these sheets then bound into a "Weed Book." Fruit as well as the seeds obtained from them may be mounted on the same sheet.

Should the plant studied be a serious pest it is worth while to study any methods of eradication which are known to be successful. If it have any economic importance or a useful plant in any way learn what such may be.

After the laboratory work has been done on each plant, frequent reviews of the points may be made. Place a topical outline on the black-board and let each pupil recite on some one topic and finally make of the whole a language lesson wherein each writes an account of what has been found out about the plant. Let this be incorporated into the "Weed Book" as the pupil's effort to organize what has been found out about the plant.

In such studies care should be taken to stimulate the pupils to careful observation and accurate statement of facts. Comparisons of one part of one plant with corresponding parts of another are helpful in the effort at careful observations.

Animal Studies.—At the age of the children of this and the succeeding grade interest in wild life is especially strong. Stories and studies in the life of our larger wild animals, such more especially as may frequently be met with in tales of adventure, are not only satisfying but may advantageously be made use of as a basis for language lessons. The bear, deer, fox and wolf, are familiar in adventure and story. Study such, determining the general characteristics, habits and distribution of the forms. Read or allow the pupils to read stories concerning them after determining the facts above indicated.

References: Language material may be drawn from these studies.

Bear: Jonny Bear, Thompson Seton; *Lives of the Hunted*, The Biography of a Grizzly, Thompson Seton; *Life Histories of Northern Animals*, Seton, Vol. V, p. 1030; The Black Bear, W. H. Wright; The Grizzly Bear, W. H. Wright; *American Animals*, Stone and Cram, p. 255; *American Natural History*, Homaday, p. 39.

Fox: *Life Histories of Northern Animals*, Seton, Vol. II, p. 706; *American Animals*, Stone and Cram, p. 264; *American Natural History*, Homaday, p. 25; Reynard, the Fox, The Bear and the Fox, Asbjornsen; *Fairy Tales From the Far North*.

Wolf: Badlands Billy in Thompson Seton's *Animal Heroes*, Tito in Thompson Seton's *Lives of the Hunted*, *American Animals*, Stone and Cram, p. 277; *American Natural History*, Homaday, p. 22.

Deer: *Life Histories of Northern Animals*, Seton, p. 68; The Deer Family, Roosevelt and others; *American Animals*, Stone and Cram, p. 34; *American Natural History*, Homaday, p. 128.

Bison: *Life Histories*, Seton, p. 247; Buck-ox, Bison, Sheep and Goats, Whitney and others; *American Animals*, Stone and Cram, p. 66; *American Natural History*, p. 101.

PHYSIOLOGY AND HYGIENE.

WINTER TERM.

THE BODY AT WORK.

I. The framework of the body,—the skeleton.

Have the pupils feel the bones in the arms, fingers, and such others as can easily be located. Give names of them, and by reference to charts and diagrams learn others.

Teach the essential facts concerning the structure of the bones, emphasizing the fact that they are in part made up of living cells. Simple examinations on the gross structure of bones will yield ideas useful in further studies.

The functions of the bones should be clearly brought out as: to give shape to the body, protect the vital organs, furnish an attachment for the muscles, and, by serving as levers, increasing greatly the range of movement produceable by the muscles.

Emphasize the deformities which may result in the vertebral column by improper habits of sitting at the desk. Value of erect posture in giving the internal organs free play in the performance of their functions.

II. The muscles.

By feeling of the upper arm locate and determine something of the shape and attachments of the biceps muscle. Note the change in its shape as it contracts and expands. Study the make-up of the muscle in an elementary way, and the changes in the shape of the cells during contraction and expansion.

Locate and name some of the more obvious muscles as: the pectoralis major, the triceps, deltoid, etc.

The tendons serve to attach the muscles at their insertion and permit movement over joints where the muscle would be cumbersome. Feel those in the wrist and fingers.

The effect of exercise on the muscles. The effect of using them too much without rest.

III. The joints.

The joints permit the bones to move one on another, and thus make motion possible. Study the kinds of joints with the advantages of each. Parts, as cartilages and ligaments.

The injuries to joints, such as dislocations and sprains, and what to do for them until the doctor comes.

IV. The digestive system and the work it does.

The energy which runs the body is derived from the food eaten. Such energy cannot be obtained until the food is *in* the body. Running through the body is a tube made up of various parts such as: the mouth, oesophagus, stomach, etc. Food taken into this tube

is not yet a part of the body, being separated from it by the walls of the tube. Evidently to become a part of the body it must pass thru these walls and in order to do so must be reduced to a liquid. How is this accomplished? The answer is found in the action of the various digestive fluids produced by the glands which pour their secretions into this tube or from glands within the walls of the tube itself.

Emphasize the action of these fluids in making the food soluble, so that it *can pass through the walls* of the tube into the body. Herein is the whole principle of digestion.

Demonstrate the action of the saliva on starch and the gastric juice on meat or white of an egg.

Effects upon the process of improper habits of eating, or of irregular habits of eating. Overeating may derange the effectiveness of the process.

Regularity should be established in voiding the undigested residue from this tube.

Absorption: Consists in the passage through the walls of the digestive tract of the foods now rendered soluble. It is then in the body and must be distributed to its various parts. This necessitates some carrying medium and leads to the study of the circulation in which the fate of the foods thus absorbed may be dwelt upon.

FIFTH GRADE.

SPRING TERM.

Topics for Study:

I. Bird migration.

II. The woodpeckers of our locality.

The pupils find out all they can from their own observations as regards markings and habits of the different species. Stimulate them to be independent in their search for facts. Do not hasten to books, and leave the real living bird out of consideration.

III. Identification of common wild flowers. Develop the desire to protect them and not to pick all possible.

IV. Garden activities.

SIXTH GRADE.

FALL TERM.

I. Gather and make such distribution of the garden produce as is advisable. Be watchful for insect ravages. If such be found determine if possible the insect accountable for it.

II. Make a special study of the spiders; more especially those known as the orb-weavers. Of these there are three species, all abundant at this season, and each different from the others in its habits, as well as in its size, color markings and manner of making its web. As an introduction to the problem take the class on a field excursion, and

let it be understood that the purpose is to find as many different kinds of spiders as possible. Previously locate some typical webs and spiders of each kind, and take the class to them. Stimulate their interest in these forms by asking them to note any differences either in the spider or the web. Do not hasten the studies to a conclusion. Endeavor to obtain from the pupils *first-hand observations*. Let these be recorded and discussed so that each pupil feels the thrill of discovery. After the interest is well aroused, let the pupils raise problems with reference to the spider. Such might be, how does he get his food? How does he eat it? How does he protect himself from his enemies? What are his enemies? How is the spider tribe carried over winter?

After a little the pupils will come to handle the animals without fear. Their bite is not very poisonous, if at all. But if they be handled with the whole hand, that is, within the closed hand, they cannot bite through the thick skin of the palm. They may also be grasped by the abdomen. Collect a few mature specimens, and enclose in a good sized box with a screen over the open side. Here they will spin a web. Place but one specimen in each box as they will kill each other. Flies and other insects may be thrown into the web and the spider's activities carefully observed. Let the children find out what the spider does.

Interesting discoveries on the anatomy of the spider may be made. Where are his eyes? How many are there? Are they all alike? How many legs has he?

What adaptations has she (for the large spiders are females) for enabling her to cling to the web? Examine the foot under the microscope. Where does the web come from? Find out about the spinnerettes.

Observations on the habits of the animals yield interesting results. Each has her characteristic way of building her web, and of disposing herself in it, or near it. Let the children find out as many such facts as they can. When their powers are exhausted help them to observe further. Let the pupils make sketches of the webs and even of the spider in it.

During the studies of the animals interesting stories of spiders may be read. Other kinds of spiders, such as the burrowing, trap-door and hunting spider may be studied. The latter are common on fences.

Watch for the "ballooning spider." For a few days in the fall the air seems full of spider webs. If carefully watched for, spiders may be found on the ends of twigs, on fences and tall weeds, with abdomens upturned spinning the long threads preparatory for sailing away.

Find some of the egg cocoons. Examine one. Learn something of the fate of the young spiders when they hatch.

Wherever possible use the material thus brought together as language material.

Much like the spiders are the "daddy-long-legs" or "harvest men." Collect a few specimens, and compare with spiders as regards parts of the body, number of legs, positions of eyes, etc.

Find out what they live upon. How do they catch their prey? Examine the mouth parts with a lens. Better remove from a chloroformed specimen the chelicerae and mount on a slide. By setting a problem stimulate the pupils to observe for themselves and so far as possible solve their own problems.

SIXTH GRADE.

WINTER TERM.

THE BODY AT WORK.

I. Thoroughly review the work of the previous grade. This includes a review of the process of digestion, the essential principle of which is the rendering of the food into a soluble condition so that it may pass through the walls of the digestive tract. Passage through the wall is absorption. It remains now to trace the food after the passage. But the significance of the food to the body can have meaning only as it relates itself to those processes by which life is maintained. This is explainable only in terms of energy. Hence the difficulty in its treatment with a class of children. However, with carefully planned and executed demonstration and with abundant illustration in which emphasis is laid on the *essential* and *fundamental* idea, notions can be given which make possible the understanding of the problem.

The fundamental facts are that the food is utilized by the body for (a) repair of waste, (b) production of new tissue, (c) oxidized to liberate energy (manifested in heat, motion, and maintenance of the vital processes of the cells of the body). The latter of these functions is basic and therefore needs especial attention. To its understanding some conception of the meaning of "energy" and "oxidation" is essential. The idea expressed by the word *energy* is that of the power of doing work. Heat is a form of energy since it may be used to make steam and it in turn to cause the steam engine to do its work. Electricity is a form of energy. So also is light. Now the idea should be made as clear as possible and in many ways the notion should be developed that the body is continually using up energy. There are many ways in which it does so, (a) in movement, (b) in keeping the temperature constant, (c) in vaporizing liquid from the skin and lungs. Then the question may rightly be asked—What is the source of the energy? This leads to the fundamental notion of respiration.

The energy of the body is derived from the oxidation of the food absorbed, and, in some cases, assimilated. This process of oxidation requires oxygen. The oxygen is obtained from the air through especial organs, the lungs; transplanted by the blood to all parts of the body

where the union with the various compounds in the tissues takes place, releasing energy, which the body uses in all of its vital activities, and producing wastes, which must be eliminated. This conception is fundamental. To enable the body thus to get energy are the processes of digestion, absorption, respiration, and, secondarily, excretion, carried on. Hence, it is essential to know something of what oxidation is. This may best be developed by some simple demonstrations, briefly outlined as follows:

1. Idea of what oxygen is, of its presence in the atmosphere. Show a bottle of oxygen.

2. Idea of the union which may take place between oxygen and other things, as for example, wood. Burn a piece of wood in a bottle of oxygen. This union of oxygen with wood results in heat, and light—energy.

3. Burn other substances in oxygen, such as sulphur or iron. The union of any substance with oxygen results in freeing energy as heat or light. It is oxidation.

Burn a candle in an open jar. Close it tightly. Why does the candle go out?

In these demonstrations proceed slowly and be sure each pupil understands the significance of each step.

Then apply the principle thus developed to the processes of the body. The energy of all our bodily and, also mental activities is obtained by the oxidation of certain substances, derived from the food.

With these concepts as to the part played by the food in maintenance of the bodily energies, we are prepared to understand the necessities for the circulation of the blood, the carrier and distributor of the food. All the tissues of the body require food for the three purposes above enumerated. How is it taken to them from the wall of the digestive tract? This leads to the *Process of Circulation*.

Have the pupils feel the beating of the heart and the pulse in the wrist or neck. By means of chalk and diagrams and, if accessible, a manikin, teach the chief parts of the system of circulation, the arteries, capillaries, and veins. Trace the food from the intestine to the heart (through the thoracic duct), thence to the tissues.

Now another problem presents itself. Where does the oxygen come from which is to unite with certain of these food compounds? This leads to the function of the blood as a distributor of oxygen as one of the phases of

Respiration. But another equally important problem remains. After the food is oxidized certain wastes remain.

Repeat the demonstration of burning wood in a bottle of oxygen.

Produce carbon-dioxide by adding acid to marble chips, and lead the gas into limewater. Note the change it produces. This is a characteristic change and is a test for the gas.

Put some lime water in a bottle in which the wood was burned. Shake. What gas is present? Blow the breath through a glass tube into a beaker of lime-water. What gas is present in it?

We have then to study the functions of the blood in removing the waste carbon-dioxide from the tissues and its expulsion through the lungs. This taking in of oxygen, and giving off of carbon-dioxide is respiration. But back of it all is the necessity imposed upon the body for the release of energy by the oxidation of the food and tissues. This alone can give meaning to it.

Other wastes than carbon-dioxide are found in the body, one of which is water, and the other urea. These need be but briefly dwelt upon, but it is essential to understand that they are carried by the blood to the kidneys by which organs the water with urea in it, is taken from the blood and passed into the bladder from which it is periodically expelled. A cessation of the process for even a few hours means death. This elimination of water and urea is known as excretion.

It must be understood that in teaching these principles to children the extremest care must be made to reduce the processes and relationships to their simplest terms. Proceed slowly and use abundant illustration suitable to the understanding of the class. *Set up the problems*, or, better still, lead the class to do so, and then work out the solution of the same.

SIXTH GRADE.

SPRING TERM.

Birds of prey.

References: Birds of Prey; Yearbook, Dept. of Agriculture, 1894,
Hawks and Owls from the Standpoint of the Farmer.

Maple Sugar.

Reference: U. S. Dept. of Agriculture, Farmer's Bulletin No. 52.

Identification and study of trees in their winter condition; outline form, framework, bark pattern, buds and twigs, etc. Tree and shrub calendar. Collection of twigs, leaves, flowers and fruits of trees. Tree map. Historic trees.

References: "Identification of Trees in their Winter Habit,"
Newell's Outlines of Lessons in Botany.

The flycatchers. Phoebe, wood pewee, least flycatchers, kingbird.

Reference: (N.) The Flycatchers.

The mustard family.

References: The Mustard Family; Bailey's Lessons with Plants;
Gray's Manual of Botany.

Insects injurious to trees and garden; spraying.

References: Hodge's *Nature Study and Life*; Lodeman's *The Spraying of Plants*; Saunder's *Insects Injurious to Fruits*; Farmer's Bulletin No. 127, "Important Insecticides."

Varieties of fruit trees.

Production of sugar from beets.

References: U. S. Dept. of Agriculture, Farmer's Bulletin No. 52. Household pests; mouse, rat, fly, mosquito, cockroach, bedbug, clothes moth, spider, English sparrow, moulds, bacteria; nature of damage done; mode of combating.

The mint family.

Reference: The Mint Family.

Garden: Beet, ivy (from cuttings); ornamental vines; musk melon; pansy, geranium, sweet alyssum; fruit bushes; strawberries.

SEVENTH GRADE.

FALL TERM.

Collect and identify as many moths and butterflies as possible. Be careful to collect only so many specimens as are necessary to make identification by the whole class easy. Exceptions of course are to be made in the case of injurious forms like the Cabbage Butterfly. Specimens should be carefully spread and dried and the best specimens mounted in forms provided. Whenever possible obtain larvæ and secure the chrysalids.

Secure and identify any other insects like the common beetles and learn their names. Let the object be to learn to call the insects by name. When the cold weather prevents the further pursuit of the out-of-door studies, secure ants for a formicary. Make a special study of the habits of the ants.

If time permits compare the bee with the ant.

SEVENTH GRADE.

WINTER TERM.

MIND AND BODY.

I. Review briefly the work of the previous grade, which had to do with the process by which the body is supplied with energy to do work and with material to repair waste and to produce new tissue. We come now to deal with these organs by which the body is put in touch with the universe outside of it, viz., the nervous system and the special sense organs.

Show the necessity for some such mechanism, by supposing its absence. Death would be speedy. Maintenance of life demands it. One of the properties of living matter is its sensitiveness to outside stimuli. In the human body are specially modified parts to receive

these impressions of the outer world. Such are: the eye, the ear, the touch organs in the fingers and other parts of the body, the special organs of taste in the tongue and of smell in the nostril.

By means of models, chart and diagrams teach the fundamental structure of these special sense organs. Pay particular attention to the eye and the care which should be bestowed upon it. So also in the case of the ear.

But in addition to these special sense organs is the need of another agency to interpret the impressions received and to cause all the parts of the body to respond accordingly. This leads to the study of the Central Nervous System.

By means of models, charts and drawings, teach the parts of the system, and, briefly, the nature of the function played by each. Set up problems imposed upon the body by the nature of the world in which we live and then lead the class to see how they are met by the action of the nervous element.

The Sympathetic Nervous System needs some recognition as that which serves more effectually to coordinate the involuntary activities of the internal organs.

Here we may emphasize the training which it is possible to give the nervous system. Habits are the results of such training often unconsciously given. The value of keen senses, steady and responsive nerves and strong vigorous reactions should be emphasized. Physical excellence depends upon such.

In this same connection it is appropriate to build into the child's understanding the effect of alcohol and tobacco on the nervous system. This treatment should consist of a plain statement of facts, suggested by statistics and the experience of many men, and avoidance of utilizing the purely sentimental aspect of the problem.

Allow the pupils to make their own inferences from the facts presented.

EIGHTH GRADE.

FALL TERM.

Study some of the common insect pests. In the garden find in corn the adults of the corn root worm. Find out about the damage done by the larvæ. Determine any means of control now known.

The Codling Moth. Find the larvæ in "wormy" apples. Learn to identify it by any specific characteristics it may have. Study its life history and method of control.

The House Fly. Study the life history and relation to disease. Methods of control.

The Mosquito. Life history (obtain whole series by breeding); relation to disease and methods of control.

These studies on the mosquito and house fly are such as emphasize the *national characteristics* of the problem of controlling insect pests.

EIGHTH GRADE.

WINTER TERM.

THE EFFICIENT NATION.

The studies of the previous grades have had to do with those processes by virtue of which the individual is kept in life. The pupils of this grade are growing into a consciousness of the interdependencies of our social organizations and many will soon take an active part in them. To the growing consciousness there must be affixed a knowledge, in embryo, at least, of the principles which underlie the health of the individual and the health of the community. This knowledge is essential in order that they may be sympathetic with the modern movements toward a higher social health. Should every person do as our present knowledge could direct him, he could rid himself of many terrible diseases and greatly improve the physical and mental average of the race. Ignorance in this case, is truly a curse. The aim here should be to develop a knowledge of the principles of racial health, and a patriotic desire to assist in carrying to higher levels the efficiency of the nation.

Here can be outlined only the possible topics. The extent to which each will be treated must depend upon the time available. The following are suggested:

- I. The likeness between the community (or the nation) and an individual in respect to
 - a. Need for food.
 - b. Need for getting rid of wastes.
 - c. Need for protection, etc.
 - d. Made up of parts.And like an individual may have
 - a. Diseases.
 - b. or weakness in some part.
- II. The commonest cause of inefficiency is disease. Diseases are of different types.
 - a. Congenital diseases as epilepsy, feeble-mindedness, idiocy, etc. These are wholly *inherited*. Emphasize the evil which comes to society by the mating of parents so afflicted. Treat the subject frankly. Much good can be done.
 - b. Organic diseases, like dyspepsia, heart disease, biliousness, etc., which are usually due to improper habits.
 - c. Germ diseases.
 1. Relation between germs and disease should be taken up in two or three typical cases, as diphtheria typhoid fever, tuberculosis.
 2. Use of antitoxin.
 3. Quarantine and isolation.
- III. Diseases may be spread by
 - a. Impure food (as milk).

- b. Impure water (as typhoid).
- c. Contact with infected people or through air from their lungs, etc.

Emphasize the value of all measures tending to prevent disease by the above means.

- IV. Value of good health. As an asset for usefulness, happiness and prevention of many diseases. The national health is the sum of that of the individuals in it. The national efficiency is the sum of that of the individuals in it.

SPRING TERM.

EIGHTH GRADE.

- I. Make such plans for the garden as are *advisable*. Carry out such plans.

Make a study of the corn as a crop of great importance to the *state* and *nation*. The following topics are suggested:

- I. Uses made of corn.
- II. Great corn producing areas.
- III. Method of producing corn.

- 1. Testing the seed.

Determine by experiment the condition seeds require to germinate. Work out different methods of testing for germinating power. Value of simple tests.

- 2. Preparation of the soil.

Demonstrate the value of cultivation in conserving moisture in the soil. Show application to corn growing.

- 3. Planting by checking.
- 4. Cultivating. Purpose.
- 5. Selection of seed—Study characteristics of good ears; the ideal ear.
- 6. Harvesting.

- IV. Plant corn in garden and apply principles developed.

- V. Study methods of producing fruit trees. Take the history of an apple tree.

- 1. Planting the seed to obtain stock.
- 2. Bud grafting.
- 3. Whip grafting.
- 4. Cleft and scion grafting. Apply the principle.

- VI. Identify as many as possible of the native trees. Make the motive the desire to give a name to trees. Learn them by their shape, bark, leaf, flower, or fruit. Collect leaves and fruits and mount on cardboard for review.

Suggested topics in Physical Science. These may be taken up at any time, preferably, however, at such seasons as make out-of-door work difficult.

THE HEATING OF HOUSES.

SIXTH GRADE.

Fire. Its history.

Nature of combustion. Factors necessary, etc. (Heat, air, fuel.)

Fuels—their chief characteristics.

Indoor fires—stoves, fireplaces, furnaces, etc. Types.

Firepots, flues, drafts, dampers, etc.

How heat travels from place to place.

Conduction—actual contact.

Expansive effects of heat.

Effects of heat on densities of substances.

Relation between densities of fluids and flotation.

Convection in air and water.

Radiation.

Stoves.

Hot air furnaces.

Hot water furnaces.

Steam Heat.

Heat for cooking purposes.

Coal and wood cook stoves and ranges.

Liquid fuels and burners.

Gasoline, kerosene, alcohol, etc. (Dangers.)

Petroleum and its products.

Distillation.

Gas.

Electricity.

Fireless cookers.

Use of convection currents to heat water for bath room, etc.

All work to be objective and experimental.

THE LIGHTING OF HOUSES.

SIXTH GRADE.

Historical.

Pine knot. Greek and Roman Lamps. Eskimo lamps.

Candles. (Dipping and molding.)

The combustion of the candle. (Review combustion from previous topic.)

Melting and vaporizing of the grease. The wick. Surrounding currents.

The kerosene lamp.

Compare with the candle.

Gasoline lamps.

Compare open flame lamps with those using mantles.

Gas lamps. (Review study of gas and its manufacture.)

Acetylene.

Electric lamps.

Incandescent. Arc.

THE WEATHER.

SEVENTH GRADE.

What is meant by "the weather."

Temperature, humidity, pressure, movements of the air.

Long continued observations to determine:

Successions of winds.

Relation of wind direction to precipitations.

Relation of wind direction to temperature.

Relation of temperature to clouds and precipitation. Etc., etc.

Review of convection of currents studied in sixth grade.

Experimental studies in air pressure.

Demonstrations of the existence of air.

Proof that air has weight.

Proof that air exerts pressure.

Effect of air pressure upon air movements.

Winds.

Measurement of air pressure.

Barometer.

Lows. Their movements, etc.

Weather maps.

Their features and interpretations.

Weather predictions.

PUMPS.

SEVENTH GRADE.

The experimental study of air pressure and its effects, in the preceding topic, may very profitably be followed by a study of pumps.

Height to which air pressure can lift a mercury column.

Relative weights of mercury and water.
Height to which a water column can be lifted by air pressure.
The mechanism essential to a working pump.
Actions of the valves.
Construction of a common "suction pump" by some pupils.
The need of water by the plant.
How the need is met in times of drought.
Water from the soil must be used.

SOIL MOISTURE.

EIGHTH GRADE.

Is brought to the plant's roots by "soaking" (Capillary attraction).
Experiments to determine conditions for most rapid capillary action.
Experiments to illustrate direction of capillary action.
Upward, downward, sidewise.
From region of greater moisture to one of less.
Experiments to determine soil conditions best adapted to conserve moisture.
Demonstration of the efficiency of the soil mulch.
Discussion of the results of the experimentation.
Formulation of rules for moisture conservation.
Application of these rules to "dry" farming.

REFRIGERATOR AND COLD STORAGE.

EIGHTH GRADE.

Heat effects involved in fusion and evaporation.
The common ice-using refrigerator.
Its construction—different types.
Its care.
Use of ammonia for refrigeration.
Manufacture of ice.
Cold storage.
Freezing mixtures.
Making of ice cream, ices, etc.
Refrigeration in transportation.
The economic importance of cold storage.

MUSIC.

All life development, or progress, consists in this: Becoming conscious of the deeper life within us. Of that deeper inner life, the true song truly sung, is a true exponent.

The teacher of the "spirit," the child in his spirit, the song in its spirit,—how can the school-room music fail of its spiritual end as an educational factor,—as beautiful as it is positive?

"Music education demands first of all the very best of the art as a basis. There can be no compromise on this standard; but it calls for much more. The demand extends to and includes the presentation of that best in such a way that the child will learn to appreciate and to love it with an ever increasing interest and understanding."

When discussing the teaching of music, one often hears it said that the children may be so taught that they will become interested in the study of mere technical exercises, that they will learn to enjoy their sight-reading studies, and it is a well known fact that the efforts of children can be so directed and their work so stimulated that they have a kind of enjoyment in the performance of any task, independently of the real interest or advantage that it holds for them. This habit of distorting the natural interest of the child by accustoming him to be satisfied with, or at least resigned to, things that are in reality distasteful to him lies at the very source of much poor teaching; and this is especially true in regard to the teaching of music in the schools.

Let us repeat:—An education demands the very best materials for children; but it demands, also, as equally important, that this best be presented in a way that conforms to the natural ability and ever growing powers of the child.

The first phase of music study in the early grades is imitative song-singing coupled with creative or original song-singing, which is coming to be so important a part of the child's music development. The second phase is the development of the knowledge of musical elements—intervals, length of tones, kinds of rhythm, etc.,—all of which can be worked out very definitely with the song as a basis. The second phase includes of course the application of knowledge gained, the reading of unfamiliar songs, and the mastery of new things in music as far as the children have time and power.

It will be helpful if the teacher will keep constantly in mind the thought that the music work of the school-room divides itself into two separate, distinct phases,—song singing as a musical experience and song singing as a result of study, with the added thought that each phase must be properly related to the other; otherwise, the singing hour is sure to degenerate into an exercise of mere song singing without plan, method or educational principle, or, on the other hand, into the extreme or perfunctory sight-reading grind.

As an issue of this attitude toward school-room music the teacher derives the following fundamental working principles:

1. Musical experience should be the beginning of musical knowledge.
2. The child's first study should be based upon the songs within his imagination.
3. The best songs are the best suggestive basis for the child's training.
4. Grading songs depends upon the developing child in his musically-responsive nature.

Upon these four principles we rest the following outline method-course, covering the music work from the primary to the eighth grade inclusive.

MUSIC IN PRIMARY GRADES.

FIRST GRADE.

The music work of the first grade is comparatively simple, yet it requires more tact and careful handling than any other grade in the school.

Here it is that the inspiration for singing is given which is to last through all the grades. Here it is that the child learns to appreciate the beautiful in music, and it is here that music is going to leave its lasting impression and influence.

The problem upon the part of the teacher is fourfold, viz.—the teaching of the Rote Song, the development of Rhythm, treatment of monotonies and the conservation of the child voice.

The song period must be a happy time, therefore the songs must be very carefully chosen. The child must respond to the story of the song and what it means, and all music which does not appeal to the child life and imagination, has no place in this grade. The teacher must know her song thoroughly, and teach it correctly—phrase by phrase—from her own voice. The children should learn to appreciate the pitch and tone as they listen to the teacher. Rhythm should be interpreted as the teacher presents the song to the pupils. She must be most careful in dealing with the monotone in this grade.

By the end of the year the children should have a repertoire of at least thirty-five or forty songs which can be easily recalled to memory, and an appreciation for music coupled with a desire for further study.

SECOND AND THIRD GRADES.

In the second grade the child should begin to appreciate the fact that there is something more to music than the mere learning of songs

by imitation, and from his first year's experience the desire for learning how to find music out for himself should be strong within him.

I. Songs:

1. Rote and Art Songs more elaborate than in Grade I.
2. Observation Songs in Grade II.
3. Rounds and studies preparatory to two-part singing in Grade III.

II. Exercises:

1. Vocal exercises carefully used for tone flexibility and maintaining head voice.
2. Breathing exercises used to stimulate diaphragm breathing.

III. Rhythm.

1. The undivided beat developed in Grade II.
2. The equally divided beat developed in Grade III.
3. Systematic tapping of the rhythm of the songs encouraged.

IV. Notation.

1. Syllables developed from the observation song the last half of the second year.
2. Music notation taught during the third year. Sight-reading encouraged both through chorus and individual recitation work.

The work in all of these grades is done with the one idea of making the song singing better, and the music hour a greater pleasure to the pupils.

INTERMEDIATE AND GRAMMAR GRADES.

Beginning with the fourth grade, the technical study of music really begins; all through these grades the song must be kept uppermost in the teacher's mind, and all work must be handled from the song point of view. However, problems are constantly arising out of the song which must be solved, and it is only through a thorough and systematic study of the technical side, that a mastery of these problems is acquired.

All rhythm problems are studied, keys and key relationships, scales and scale building, chromatics, major and minor modes, bass clef, etc. These are presented in connection with the songs which are now used in one, two and three parts.

The aim of the course is that the student at the close of his grammar school life shall have as good a foundation in music study as in any other branch of his school work, and a desire and an appreciation so firmly established, that through the next few years of school life and when school days are over, he may seek for further culture, and need only to build upon the foundation already firmly laid.

DRAWING.

Since "drawing is a universal language" it is essential that every child shall be thoroughly equipped with the means of this mode of expression. By the time he graduates from the high school he should be able to express his ideas as freely, though perhaps not as well, with his pencil, brush, or whatever medium he desires, as with the spoken language. In order that this may be true the child's vocabulary must be added to year by year as he progresses in his other school work.

The following is a suggested development of the four lines of work. Through the grades special attention is paid to the choice, size, and shape of paper for the sketches to be made, the placing upon the paper, the arrangement of flowers in the room, the bulletin board, and the mounting of sketches and pictures.

1. CONSTRUCTIVE DESIGN.

All constructive design is related to the manual arts.

Grade I.—Draw plans of work already made in the construction period.

Grade II.—Draw plans without measurements. These are to be used in the construction.

Grade III.—Plans made free hand and with rules full size.

Grade IV.—Plans made to the scale $\frac{1}{2}$ inch equals 1 inch when necessary. Study of curves in connection with designs for baskets and pottery.

Grade V.—Scale $\frac{1}{4}$ inch equals 1 inch. A more careful study of beautiful curves.

Grade VI.—The use of kit, T square, triangles, and compass. Working drawings with terms front, top, and end views. Any scale used.

Grades VII and VIII.—As the constructions become more complicated the working drawings must also. These may be inked in the eighth grade. Especial attention should be paid to beauty in proportions and lines.

2. DECORATIVE DESIGN.

The decorative design throughout the grades is related to the work in manual training.

Grade I.—Simple stencil borders made by paper cutting. Stick laying.

Grade II.—Stencil borders having definitely planned corners made by paper cutting. Stencil surfaces also made by paper cutting and folding.

Grade III.—Paper folded and cut on the outside, making units. These are traced and water color used.

Grade IV.—Use of squared paper in getting border and surface arrangements. Units made from plant forms.

Grade V.—Arrangement of plant forms within definite shapes.

Grade VI.—Rosettes from plant forms. Study of the structural lines of the object to be decorated.

Grades VII and VIII.—The motif and method suited to the problem.

3. REPRESENTATION.

A. LANDSCAPE.

B. NATURE DRAWING.

C. OBJECT DRAWING.

D. POSE DRAWING.

Grade I.—Land and sky. B. Line of growth. C. Much free, spontaneous, illustrative work in connection with out-of-door sports and literature. Aim to have the sketches recognizable. D. General direction and action.

Grade II.—A. Clouds in the sky and distant hills. B. Angle of the branching. C. In illustrative work pay especial attention to general proportions. D. Angles of parts. Action of whole.

Grade III.—A. Paths. B., C. and D. Relative sizes of parts with their positions.

Grade IV.—A. Bodies of water. B, C, D. Characteristic views to be chosen. Distinctive shape and proportions.

Grade V.—A. Trees in foreground. B. Study of trees. C. Elements of a picture—object, foreground, background. Spherical and hemispherical objects. Grouping. D. Relation of parts to whole. Action in parts.

Grade VI.—A. Sunset. Translation of black and white reproductions into color. B. Study of details, as single leaves in various positions, nodes of plants, etc. C. Effect of foreshortening in hemispherical, cylindrical and conical objects. Grouping. D. Study of details, as heads, hands, feet.

Grade VII.—Details may be added, such as birds flying through the air. B. Plant composition. C. Effect of foreshortening upon rectangular objects. D. Foreshortening of parts when body is in different positions.

Grade VIII.—A. Houses. B. Plant composition with decorative coloring. C. The use of invisible edges. Axes and diagonals. Out-of-door sketching. D. Face in different positions.

PHYSICAL TRAINING.

FOR THE PUPILS IN THE TRAINING SCHOOL.

AIM—

1. To develop and maintain good health and counteract many of the ills of school-room environment.

2. To stimulate a desire to acquire greater strength, properly distributed, and to correct any personal defects which may have arisen from neglect or misuse of physical powers.

3. To develop self-control, self-reliance, attention, concentration of thought and dexterity, laying basis for successful manual as well as mental and moral training.

4. To develop rhythm and co-ordination that will produce a natural and unconscious grace of movement.

5. To develop a symmetrical body under the perfect control of the will.

6. To make the subject of physical training in the school-room attractive to the pupil, furnishing him with recreation and rest through change of activity and the sense of exhilaration afforded by the exercise.

Method:—

A lesson daily, graded according to the physical and mental powers of the pupil.

These lessons consist of exercises from the Swedish system of gymnastics, games, motion songs, marching, military tactics, fancy steps, Indian clubs, wands, bean-bags, dumb bells, hoops and such combination of movements as are adapted to the age and surroundings of the child.

COURSE IN MANUAL ARTS.

This course proposes to take a few important industries that lend themselves readily to elementary work, and to make a somewhat intensive, sustained study of them, adapting their steps of progress to the progress of the children's work.

The plans for the first and second grades are the outgrowth of a conviction that while a large amount of paper cutting and folding, stick laying and work at the sand table are valuable from the standpoint of enriching the child's experience and of adding interest, they cannot be justified from the standpoint of construction.

Activities more definitely purposed and preparatory to those which are to follow are suggested for the time given to construction.

Hence the course simply removes this work from the construction period and uses it as seat work and in connection with the other subjects.

FIRST GRADE.

I. Building.

- a. Materials—Blocks of various sizes.
- b. Houses, railroads, bridges, forts, walks.
- c. In case of the house problem, the children experiment with the blocks, building foundations and floors.

- d. Drawings from these are made by the children in the art work.
- e. Building of walls and putting on roofs.
- f. From finished houses, children make drawings of front and side.
- g. One large building, which is to be more permanent, is built by groups in succession. While this house is in progress each child works out an individual house problem.

II. Bookbinding.

a. Portfolio.

Made of two pieces of heavy paper, one being one-half inch wider and one inch longer than the other. The smaller is placed on top of the larger with long edges even on one side; the projecting edges are turned and pasted.

A portfolio is made each term but with such modifications as to make it a new problem each time.

b. The Homebook.

Made from manila sheets 9 inches by 12 inches with colored covers. Two holes punctured on short side. Tied with single cord.

c. Nature or Sketch Book.

A simple folio with colored paper cover, three punctures, tied with single cord.

d. Fairy Book.

e. Large Language Book.

f. Scrapbook.

III. Clay Modeling.

- a. Marbles, beads, for number work.
- b. Vegetables for grocery store, for number work.
- c. Fruits and candies for confectionery store, for number work.
- d. Dishes for china store, for number work.
- e. Illustration of stores involving animal and human forms.

IV. Textiles.

- a. Looping with Macrame cord—reins, curtain holders.
- b. Rugs for doll houses.

Woven of outing flannel on wooden frames. Simple stripe designs. Sizes, proportions, and color planned by children in their art work.

c. Holders.

Cross stitching on large checked gingham or on burlap of designs planned by children.

SECOND GRADE.

I. Building.

- a. Planning a one-story house.
- b. Foundation plans are made on paper by children, and then are transferred to the blackboard. Class chooses best and modifies it if, after discussion, it appears necessary. In the case of the house problem, attention is given to ventilation and proper placing of doors and windows.
- c. Plans for front and side are prepared as in b. The plans are worked out at the drawing period under the direction of the art instructor.
- d. Building with bricks made by the children. See modeling.

II. Bookbinding.

- a. Making of cardboard foot and yard rulers, one-inch, two-inch and three-inch squares, and rectangles of various sizes, for use in number work.
- b. Portfolio.

Made with flap from one piece of tough paper, by marking sixteen rectangles and cutting out corner ones.

A new portfolio is made each term but is so modified as to make a new problem each term.

- c. Spelling Book.

Single leaves, covered with separate light boards which are bound in cover paper with only turn-overs pasted, and lined with allover pattern prepared by the children. Tied with cord by Japanese method. Sizes, proportions and color combinations planned out in art work.

- d. Language Book.

Single leaves covered with one piece of crash or burlap, finishing edges and working design with coarse thread. Colored end paper. Tied with heavy cord.

- e. Scrapbook.

Made of simple folios, covered with folio of heavy bristol board, reinforced at back with strip of book cloth, and sewed with five punctures with double cord. Sizes, proportions and color schemes planned in art work.

- f. Number Note Book.
- g. Robinson Crusoe Book.
- h. Hiawatha Book.

III. Clay Modeling.

- a. Making of bricks for house. Red clay is molded into forms made by other children.
- b. Dishes, vegetables, and bakery goods are made for sales in connection with the arithmetic work.
- c. Lamps, dishes, and cooking utensils of Robinson Crusoe are made in connection with this story, and attempts made to fire them.

IV. Textiles.

- a. Weaving marble bags of one piece, with one color of warp and another of weft. Looms made by children.
- b. Weaving school bag of coarse soft cord. Cotton roving. Stripe design. Plan of same size and color as bag made by the children in the art class and followed in weaving.

In connection with the second grade study of Hiawatha the children make wigwams, cradles, moccasins, and canoes. In connection with the Robinson Crusoe Story, they make tables, chairs, flails, sieves, boats, ladder and charcoal.

THIRD GRADE.

The good of the active, rapidly growing children in the Third Grade demands more vigorous activities and more difficult tasks.

Furthermore, the children really want just such tasks as are here suggested, and the joy they get out of the effort and the satisfaction and increased power they feel at its completion, justify the undertaking.

I. Building.

The following are made from plans prepared by the children in the art work:

- a. Sled.
- b. Cart box.
- c. Bird house.
- d. Forms for second grade brick making.
- e. Loom for sofa pillow cover.

The ruler, try-square, hammer and brace and bit are used in these problems.

II. Bookbinding.

- a. Spelling Book.

Single leaves with separate boards. Boards are covered in half or full book cloth. Top board is cut into two parts, leaving a three-fourths inch piece at back, thus making a

flexible joint. Tied through two punctures with heavy cord. Paste down end cover used for decoration in art work.

b. Literature illustration book cover.

Half cloth. Short boards, leaving wide, limp back of book cloth. Three punctures cut through and tied with heavy cord. Proportions and color scheme planned in connection with art work.

c. Portfolio.

Made with flap, from one piece of oak-tag. Marked into sixteen rectangles, the corner one being cut out. The corners of flap and ends may be modified to suit the individual taste and made to resemble an envelope.

d. Nature Notebook.

Single folios of paper sewed with five punctures. Covered with half cloth, the cover being made separately and laid on, using the first and last leaves as paste-downs. Marbled boards. Covers and end papers used as problems in decoration.

e. Number Note Book.

f. Scrapbook.

III. Clay Modeling.

a. Small flower pots.

These are to be fired and used in school in connection with plants and bulbs.

b. Vases for dried grasses.

The above are made from designs planned by children.

c. Modeling in relief. Children posing.

d. Casts of children's work.

IV. Textiles.

a. Begin coil of raffia over raffia for mats and small baskets.

Shapes and simple designs planned in the art work.

b. Sofa Pillow Top.

Woven of cotton roving on looms made by children. Designs prepared in art work.

In connection with the reading of *The Cave Men*, skin cradles, covers for water bottles, splints for baskets, splint mats in various designs, and pads to protect the forehead, are made by the children.

The Horn Book is made in connection with the story of the early schools of this country.

FOURTH GRADE.

I. Bookbinding.

a. Portfolio.

Made of heavy cover paper, with end pieces of book cloth folded so as to allow for increasing or decreasing of thickness of portfolio. Modified to suit individual.

A portfolio is made each term with such modifications as to make it a new problem.

b. Nature Book. One section.

Full sheets folded and cut to proper size. Sewed with five punctures. Bound in half cloth. Boards laid on before binding. First and last leaves of section used as paste-downs. Cover design worked out in art class.

c. Geography and History Notebook.

More than one section. Paper folded and cut as in b. Bound in full paper—boards bound separately and laid on. Introduction of colored end papers. Sewed in cheap commercial style—through all sections with seven punctures. Covers and end papers used as problems in design.

d. Arithmetic Notebook.

e. Literature Notebook.

f. Re-cover. Some school book or book of the child. New super put on. New end papers tipped in. Cover bound separately in half or full cloth.

II. Textiles. In the following, the size, shapes, and designs are planned in the art work:

a. Solid raffia basket with varied stitches and more complicated design.

b. Raffia and reed basket. Combination of stitches and more difficult shape and design.

c. Weaving piece of cloth of finer texture and more complicated design.

III. Pottery. Coil building.

a. Relief modeling of vegetable and animal forms.

b. Tea-tile—incised decorations.

c. Paper weight—relief decorations.

d. Small undecorated bowl.

e. Larger bowl with border design.

All of the above are preceded by constructive and decorative designs worked out in the art department.

IV. Building. Bird House.

FIFTH GRADE.

I. Bookbinding.

- a. Portfolio. Same as in Fourth Grade. Modifications by pupils.
- b. Desk blotter pad—leather corners.
- c. Rebind book from Library.
 1. Cutting off old covers.
 2. Cutting apart the sections.
 3. Mending and guarding torn folios.
 4. Sewing with five or seven punctures, kettlestitches.
 5. Half cloth, single boards. Case binding.
 6. Gluing back and putting on cover.

All constructive and decorative design in above are worked out in the art department.

II. Textiles.

- a. Basketry. Baskets of raffia and reed—more difficult shape and stitches and more complicated designs.
- b. Weaving. Larger pieces of cloth of finer threads and more difficult in design.

III. Pottery.

- a. Candle-stick.
- b. Small fernery with border design.
- c. Inkstand.

The story of the Potter, and the early history and methods are made subject of study, and the Potter's wheel is brought into use to give the commercial aspect of the work. In all of the problems in pottery, the shapes and designs are worked out in connection with the art work.

SIXTH GRADE.

- I. Woodwork. It is assumed that the course in Woodwork that requires a maximum of independent thought on the part of the pupil and a minimum of dictation from the teacher is the best. Hence, the plan here suggested is that the teacher, keeping in mind the interests of the pupil, suggest in general terms (specifying particular features or constructions desired) the problem for some specific purpose. On the basis of this suggestion, the pupils make free-hand sketches in the drawing classes, showing their individual ideas of such a project and indicating roughly the scheme of decoration. Then in conference with the Drawing and Manual Training teachers they eliminate such impractical and undesirable features as may be found in their sketches. From these sketches, simple working drawings are made for use in the shop, and methods of construction, suitability of materials, decoration, and finish are discussed.

All this precedes and prepares the way for the actual work with materials, so that the pupil goes about his construction with a workmanlike spirit and intelligence.

The following are types suggested for the Sixth Grade. They require simple squaring by use of the plane, try-square, gauge, and knife, and the simple assembling of parts by the use of hammer and nails.

- a. Key rack.
- b. Tea-pot stand. Simple cross for support.
- c. Bird house.
- d. Sled.

II. Bookbinding.

All constructive and decorative design in the following problems are worked out in the art department.

- a. Portfolio.
- b. Bind from original sheets some small book like "He Knew Lincoln," "A Perfect Tribute," "A Man Without a Country," etc. Sew with five or seven punctures. Kettlestitches. Glued back. Case binding as in B Grade Six. Half or full cloth.
- c. Decorative binding.

Rebind one of pupil's own books. Sew on tapes, ribbons, or strips of leather with fancy thread in decorative stitches. Tapes laced through boards and tied at fore-edge. End papers pasted down to cover tapes inside covers. Tapes and stitches left exposed at back.

Pottery.

- a. Vase with relief or inlaid decorations.
- b. Cracker jar with cover.
- c. Firing.
- d. Preparation and application of glazes in a and b.
- e. Glaze firing.
- f. Making and use of simple molds.

SEVENTH GRADE.

- I. Woodwork. See introductory in 1, Grade Six. Discussion of tools and their uses, and of various common woods and the methods in their preparation for the market, etc. By proper arrangement, this work can be largely covered in connection with Nature Study or Industrial and Commercial Geography.
 - a. Box—simple butt joints, and top board for lid.

- b. Inkstand and stationery holder.

The following types are suggested for Seventh Grade:

- c. Book rack.
- d. Woven cane top stool—dowel rods for cross pieces.
- e. Individual projects of pupil's suggestion.

II. Bookbinding.

- a. Portfolio.
- b. Limp leather binding. Bind or rebind pupil's book in one piece of velvet or ooze sheep. Sewed on tapes or with kettle-stitches. Cover used as problem in design in connection with art work.
- c. Decorative binding. Blank book, or magazines. Sewed on colored tapes or leather. Tapes laced into covers. Back uncovered.

EIGHTH GRADE.

- ### I. Woodwork.
- See introductory in 1, Grade Six. Discussion of tools. woods, lumbering and allied industries continued. Finish and the preparation and the use of stains are also discussed. The following are types suggested for the Eighth Grade:

- a. Taboret—mortise and tenon construction.
- b. Pedestal for student lamp.
- c. Drawing board.
- d. T square.
- e. Picture frame.
- f. Waste paper stand.
- g. Small table.

General. Individual and group problems are encouraged. Problems arising from the needs of the school are used to much advantage. Frames, screens, stands, tables, shelves, etc.

II. Bookbinding.

Constructive and decorative design are made in the art work.

- a. Portfolio. Three-part cover in three-fourths leather.
- b. Bind or rebind book in three-fourths leather. Sewed on tapes. Double boards. French joint. Backed and rounded. Head cut and colored. Colored head band. Boards glued on before leather back and cover papers are put on. Typical library binding.
- c. Book for mounting drawings and pictures. Made after style of scrapbooks. Sewed all along or on tapes. Heavy or double boards. Bound in half or three-fourths morocco.

WRITING.

Skill rests on motor habit, is developed by sustained effort, and without repetition—practice—rapidly decreases. Written form of itself does not afford sufficient motive to secure the desired result. This must be found in keeping writing from the first to the definite end for which it is intended—self-expression. Carelessness and slovenliness have the same tendency to form habits as carefulness and neatness. Hence the former cannot be tolerated.

In the primary grades, pupils have not the degree of motor co-ordination necessary to perfection of form. Hence forms must be approximate only, and the process of approximation must be given time and a moderate degree accepted. However, approximation to standard forms should progress through these grades.

The movement in writing should be at first large and free, on the black-board, on large sheets of paper unruled—for example, the 9-in. by 12-in. drawing paper—or very wide-ruled paper, with no extra ruling.

The first work in writing is closely associated with learning to read, deals with the words the teacher presents, and is based on the impulse and power to imitate. The teacher writes a word of immediate interest because of its association, on the board—writing deliberately in a large hand and in such position that the children may see the whole movement—i. e., with the left side to the class—erases and asks the children to write. The process is repeated at the teacher's discretion. No copying is to be done, except as the children imitate the teacher's movement. Children may be trained to imitate in the air the teacher's motions as she writes, preparatory to their own effort. The work on words merges as soon as possible into sentences.

To help children gain co-ordination and freedom the teacher gives a simple story which the children illustrate at the board, step by step, using large, bold lines.

Careful and constant attention must be given to train to a posture and movement that are hygienic and economical of physical energy—that is, a position that does not distort the body, hinder free motion, or strain the eyes. As a rule this matter is grossly neglected by teachers to the defeat of the course of training designed and provided. The teachers are instructed to hold children to adopt and adhere to the following:

Position:—Child facing the desk squarely; trunk straight, inclined slightly forward and resting lightly on left elbow so as to leave the right arm entirely free, feet firmly and evenly on the floor. Paper perpendicular to the body or front edge of the desk—or better, perhaps, paper turned to be at such an angle to the body as will prevent twisting the trunk or dropping the head to watch the pen. The pen should be held by the thumb and the first two fingers—the first finger on top of

the holder, the second finger and thumb to the side of it and underneath, the fingers straight, the thumb bent to touch the holder opposite the first joint of the first finger. This manner of holding the pen will naturally cause the holder to fall across the knuckle of the forefinger.

The question of slant in writing will take care of itself, resulting in that degree of slant most conducive in individuals to the standard described at the outset—if only right physical habits are formed.

HISTORY.

The history course begins with the fourth grade and continues steadily through the fifth, sixth, seventh and eighth grades.

In the fourth and fifth grades biographical stories of discovery, exploration and of pioneer life make up the main line of study.

The sixth grade is given to the full treatment of a few important topics of the Colonial period. The seventh grade deals with causes of the Revolution and closes with the Adoption of the Constitution.

The eighth grade treats the main topic of the constitutional period.

The history stories used in the fourth and fifth grades require a complete geographical setting. Continental and world maps are needed almost constantly. Blackboard sketches and outline maps are in constant use. A very large amount of place geography, as well as the physical and climatic conditions, should be clearly and definitely taught in these stories. Every story should be clearly outlined under a few main headlines and this outline should be made the basis of oral and written reproductions.

U. S. HISTORY.

FOURTH GRADE.

1. Shabbona, the Indian chief of Northern Illinois.
2. The Story of LaSalle's trip on the Lakes and Upper Mississippi and Illinois.
3. Marquette and Joliet on the Lakes and along the Mississippi River.
4. The Story of Hennepin on the Upper Mississippi River and in Minnesota.
5. The early life of Lincoln in Kentucky, Indiana and Illinois.
6. Boone, the pioneer hunter and settler in Kentucky.
7. Robertson and Sevier in Tennessee.
8. George Rogers Clark, and the conquest of the Illinois country in the Revolution.
9. LaSalle's trip on the Lower Mississippi River.
10. DeSoto and the early exploration of the Gulf States.
11. Fremont's first trip to the Rocky Mountains.

FIFTH GRADE.

1. Champlain's explorations and adventures in Canada and New York.
2. Henry Hudson's Voyage up the Hudson River.
3. John Smith's exploration of the New England coast.
4. The early life of Washington up to Braddock's defeat.
5. Ponce de Leon and his voyage to Florida.
6. Sir Walter Raleigh's attempted settlements in the Carolinas.
7. Fremont's second trip, discovery of Salt Lake and crossing the Sierra Nevada in winter.
8. Powell's trip down the Grand Canon.
9. Journey of the Gold Seekers to California in '49.
10. Drake's Voyage Round the World.
11. Columbus's great Voyage.
12. Cortez's conquest of Mexico.
13. Magellan's voyage across the Pacific.

SIXTH GRADE.

Review and sum up the work of Spanish, French and English explorers up to the time of the first settlement at Jamestown.

The struggle of the European states for the possession of new lands and their claims, based on discovery and exploration, should be made clear.

The grounds for these controversies lie back in the political and religious history of Europe since the beginning of the Reformation, and should be explained briefly and as clearly as possible by the teacher.

VIRGINIA.

1. Review the life of John Smith and his connection with the Virginia settlement.
2. The Virginia Plantation and the Land system.
Description of a slave plantation.
Virginia as a type of the southern colonies. Comparisons.
Contrast with Massachusetts.
3. Berkeley and Nathanael Bacon.
Aristocracy and democracy in Virginia.

MASSACHUSETTS.

1. The Separatists and Puritans in England.
2. Early settlements at Plymouth and Boston.
3. The settlement of Massachusetts by Congregations.
The town meeting. Full description of a town and its organization. Village and land system.
The General Court of Massachusetts.

The development of the representative system and of democracy.
Spread of the settlements.

Settlement of New Haven and other New England colonies and their resemblance to Massachusetts.

Self government through the colonial legislature. Conflicts with royal governors.

Governor Andros and the struggle for control.

Massachusetts compared with other Puritan settlements.

4. Indian wars and their results.
5. Religious disputes and conflicts in Massachusetts.

NEW YORK.

1. First settlement by the Dutch at Manhattan. Their land system. Dutch customs. Conquest by the English.
Penn's purchase of Pennsylvania and plan of settlement.
2. The Iroquois Indians. Tribal organization. Their conquests. Their conflicts with the French. Their friendly relations to the Dutch and English. Comparison of the Iroquois with the other Indian tribes.

PENNSYLVANIA.

1. Life of William Penn and his struggle for freedom of conscience in England. Persecutions of the Quakers.
Penn's purchase of Pennsylvania and plan of settlement.
Founding of Philadelphia. Friendship with Indians.
Penn's liberality toward the Swedes and Germans.
The mixture of races and languages in Pennsylvania.
Large immigrations of Germans and Scotch-Irish to Pennsylvania.
2. Early life of Franklin in Boston and Philadelphia. His growing influence in Pennsylvania and in all the colonies before the Revolution. His long residence in England as representative of the colonies.
3. The colonial wars leading to the last great struggle between France and England. William Pitt.
Montcalm and Wolfe. Results of the fall of Quebec.
4. Number and distribution of Europeans, of Negroes and Indians in America in 1760.

Contrasts among the European races as to religion, language, social customs and character. Many of these topics have their beginnings in England and in other countries in Europe. It is important to understand the leading political, religious and commercial movements upon which the settlements in America were based.

The Puritan Revolution in England and the later attitude of the kings toward the colonies should be clearly understood.

SEVENTH GRADE.

1. Causes leading up to the Revolution beginning in 1760. The life of Samuel Adams furnishes the center of organization for the struggle between England and Massachusetts. The action and reaction between Parliament and the colonies show clearly the development of the struggle. Both sides of the conflict need to be clearly appreciated.

2. Lexington and Bunker Hill. The evacuation of Boston.

3. The Second Continental Congress.
The Declaration of Independence.

4. Washington's retreat from New York and through New Jersey.

5. Burgoyne's Campaign. A full treatment of this topic as a typical military campaign.

Show its important effects in America and Europe.

6. Franklin's life in France during the Revolution. His success in securing the French alliance.

7. Washington at Valley Forge. The Conway cabal.

8. Robert Morris and the financial difficulties of the Revolution.

9. John Paul Jones—His and others' naval exploits.

10. George Rogers Clark and the war beyond the Alleghanies.

11. Campaigns in the South. The fall of Charleston. Cornwallis's march northward. King's nomination. Greene's campaign.

12. Cornwallis's march northward and surrender at Yorktown.

13. The treaty of Paris, 1783.

14. The weakness of the government under the articles of Confederation.

15. The Constitutional Convention of 1787. Leading new conflicts and compromises.

16. The Ratification of the Constitution.

EIGHTH GRADE.

1. Growth and Expansion during the Revolution. The overthrow of the Iroquois. Sullivan's expedition. Settlement of Tennessee and Kentucky. Defeat of Indians. The conquests of George Rogers Clark, and effect upon the terms of the treaty in 1783.

2. Washington putting the government on its feet. Measures for establishing the federal authority. Hamilton organizes the financial system. Assumption of state debts. The first tariff. The United States Bank. Washington's Declaration of Neutrality. Defeat of the Northwestern Indians. Jay's treaty. The whiskey insurrection. Farewell address. Adams and the federal authority. Naturalization, Alien and Sedition laws.

3. Westward expansion by Indian wars and treaties. Defeat of Sinclair in Ohio.

A full treatment of Anthony Wayne's campaign against the Indians. A typical Indian war. Compare with Jackson's expedition against the Creeks and Choctaws, and with Harrison at Tippecanoe. Indian tribes driven west of the Mississippi.

4. Jefferson and Democracy. Close construction of the constitution. The purchase of Louisiana from France. Napoleon's plans. The Lewis and Clark expedition. Comparisons with later territorial additions—Texas, California, Alaska, etc.

5. Madison and the second war with England. War for commercial independence. Results.

6. Monroe and the era of good feeling. Unity of sentiment in support of the government. The Monroe Doctrine. America not a field for colonization by European nations.

7. Jackson, the leader of democracy. Life of Jackson. Nullification. The Webster-Hayne debate. The life of Daniel Webster.

8. The Tariff and the growth of manufactures. The tariff in 1816. Samuel Slater. The tariff in 1828. Tariff legislation till 1860. Government income and expenditure.

9. Improvement of roads and commerce with the West. The Old National Road. The Erie Canal. The Illinois and Michigan Canal. Building of the Pennsylvania Railroad. New York Central. Other railroads crossing the Alleghanies.

10. A series of important inventions. The steamboat on the Hudson, Ohio, and Mississippi. Improvement in locomotive engines. The cotton gin. Spinning jenny and power loom. The electric telegraph. Farm machinery, plows, reapers, threshing machines. The sewing machine.

11. The growth of slavery. Slavery in Colonial times. Slavery and the Constitution. The Missouri Compromise. The Texas Question. The Mexican War and increase of territory. The Kansas-Nebraska bill. The Lincoln and Douglas debate. The growth of the Anti-slavery sentiment. The abolitionists. Garrison and Lovejoy. The underground railroad. Slavery in Illinois.

12. The rapid expansion of the North. Railroads and canals. River and lake commerce. Manufacturing in the East. Immigration and its distribution. The gold discoveries in the West. The public land system. Settlers. Education and the free school system. Colleges.

13. The Civil War. Its cause. Lincoln's purpose. Grant's campaign in the West. Blockade of southern points. Campaigns from and against Richmond. Emancipation. Cost of War in property, expense and life.

14. Reconstruction period. Johnson. Northern radicals. Military reconstruction. Carpet baggers and Ku Klux Klan.

15. The Spoils system and Civil Service reform. State Civil Service.

16. The growth of Industrialism. Monopolies and trusts. Control of Interstate Commerce.

17. The war with Spain and expansion of territory. Porto Rico, Cuba. The Philippines, Hawaii.

18. Unsolved problems. Relation of the government to big business. The Panama Canal. Conservation of national resources. The Referendum and Initiative. Public health. Pure foods. Sanitation. The government of great cities. Improvement in country life. Agriculture.

SPELLING.

Note.—The instruction in spelling is based on the belief that it is “possible to learn to spell and at the same time to express educative thought by writing.” The teaching of spelling, therefore, is to be kept in closest association with the various lines of study and is especially to be regarded as an active phase of all written work.

A large portion of bad spelling results from slovenly enunciation. The teacher is to exercise constant care over the children’s habits of speaking. Whatever lists of words are presented—in Language, Readings, etc.,—careful drill in clear, forcible, deliberate pronunciation, always with falling inflection, should be given persistently. Accent is secured by pitch better than by stress of voice.

The use of the dictionary for pronunciation mainly, and for definition under such careful oversight by the teacher as insures that the definition defines, should receive faithful attention to teach (a) the swift and direct finding of words; (b) the ready and accurate interpretation of diacritical marks; (c) resort to it for correct spelling; (d) in due time, the selection of definitions from the Unabridged Dictionary.

The speller is not meant to be slavishly followed, it is to be taught. Some words and even whole lessons it may be desirable to omit, or to transpose. Scan rules carefully, to be sure they are clear to the children.

The matter of spelling should receive careful attention in the grades. This is the time to learn to spell. If the work is taught incidentally or in a measure neglected we are sure to produce poor spellers. We must make a serious business of teaching pupils to spell early in life. The problem should be attacked directly—not in a roundabout way. Not many pupils can be taught to be good spellers without considerable conscious effort. Conscious study and much repetition of the sound and symbols that go to make up words are necessary, if one hopes to become efficient in spelling.

Spelling sense should be cultivated. The child should know when he has spelled a word correctly. He should know equally as well when

in doubt as to the correct spelling of a word. He should form the habit of going to the dictionary or to other sources for the correct spelling.

The common, every-day words used most frequently in the child's conversation and writing should furnish the list of words for spelling. These will be taken from his written work, from the various lines of study, from the names of objects that lie in his environment, from his games and from carefully selected lists of words found in a good speller. As he advances he will learn how to apply some of the rules of spelling.

Spelling should be related to every study in school. New words should receive attention. In addition there should be a regular time each day for spelling. As soon as it becomes evident that a child has mastered fairly well the art of spelling so that he spells well words found in his written work, he should be excused from this exercise. Such spelling should be done as dictation lessons. Words should be used in their proper setting. However, lists of words should be in the hands of pupils to study. There are many related lines of work that tend to crowd out spelling. There is just one way to learn to spell and that is by spelling.

FIRST, SECOND AND THIRD GRADES.

1. At first identical with writing. (q. v.).
2. Merged in the Reading, and, especially, the written Language.
3. Word-building—particularly in games, such as Rhymes.
4. Phonics—introduced gradually by teachers by isolation of initials and terminals, of long and short vowels, until children are prepared to discriminate sounds and appreciate their function as integral parts of the words.

FOURTH, FIFTH AND SIXTH GRADES.

1. Written and oral work on lists drawn from the various exercises and definitely selected to include (a) mis-spelled words; (b) new and difficult words; (c) homonyms, suggested by erroneous usages.
2. Use of dictionary begun and developed as indicated above.
3. Significance of commonest suffixes and prefixes.

SEVENTH AND EIGHTH GRADES.

1. List as in earlier grades.
2. Use of dictionary, developed to include use of unabridged edition in selection of definitions; in tracing derivations; in discriminating synonyms and antonyms.
3. Lists of synonyms and antonyms based on literature and essay work. Continue definite work on homonyms.
4. Derivations, based on literature and essays.

GEOGRAPHY.

The course in Geography consists mainly of a series of type studies, beginning with home geography and passing out from the home and state to the whole of the United States and of North America; Europe and the other continents follow. In the study of Europe and other continents a constant review of American topics is kept up by means of comparisons.

The text books are chiefly valuable because of the summaries they contain and the maps and statistical material. The constant use of relief and wall maps is emphasized. Sketching of maps on the board by both teacher and pupils to illustrate topics in detail, is specially recommended.

In working out types or units of study, make a careful outline of main topics which is the basis and backbone of the method of treatment. Such outline should be the basis of oral and written reproduction by the children and should be presented in good form in the note book of each child.

The teacher should always keep in mind the physiographic background which furnishes the conditioning circumstances for a large interpretation of the topic—such as mountains, river valleys, climatic condition, rainfall, distance from equator, etc.

Every topic requires careful drills in fixing the more important facts.

THIRD GRADE TOPICS.

I. The Home.

1. The family.
2. Home surroundings—house, barn, walks, fence, materials used; yard, garden, trees; location, exposure.
3. Food—kinds, source, preparation.
4. Clothing—materials; winter and summer.
5. Heating and lighting—fuel, gas, coal, wood, oil, coke.
6. Comparisons with homes of children in cold countries; in hot countries; direction of these countries from us.

II. The School Home. (Observations to be made in out-door lessons. Constant drill in direction now and through the year.)

1. The Normal School.
Direction and distance from home. Streets or roads leading to it.
2. The Campus.
 - a. Comparison with yard at home.
 - b. Buildings, roads, walks, gardens, play-grounds, pond, bridges, woods, river, bordering roads.
 - c. Boundary lines, roads and creek.

d. Physical Features.

Differences in elevation; slopes, gentle and steep; valley, formed by slopes from the building and from Main Street; hills; the run-off of water, relation to slopes; the stream in the valley; soil, in high or low places, relation to drainage; garden; vegetation, relation to elevation and drainage; situation of buildings, relation to physical features.

3. Buildings.

Position on campus; materials used in construction; exposure to sun, wind; view from position of school-room in building.

4. Roads and walks.

Their entrance, direction from entrance to building; elevation across low places; materials used in construction, laid out with reference to beauty and utility.

5. An excursion to the tower.

Observation of features of campus; also position of campus in relation to the town and surrounding farm lands; the greater valley of the Kishwaukee with slopes extending eastward and westward from the creek; drainage toward Kishwaukee; number of farm houses to be seen; the fields and their crops; the Kishwaukee and its meanderings; drainage of surrounding country.

6. A map-game out-of-doors, to show relative position of objects on the campus. Let the children form in lines to represent boundary lines; also take position of buildings, pond, etc. (Correct orientation should be observed always.)

7. Sand-map of campus.

This should be worked out by teacher with class. Then each child should be given sand-pan and sand, and allowed to make his own map. The buildings, roads, pond and creek, bridges, etc., may be represented as the child himself suggests.

III. Roads, the means of transportation from place to place.

1. The road in the process of building on the campus or in the neighborhood. Laying out; grading; excavation; curb; pavement, materials, preparation and use.

2. Use of roads on the campus and in the town; reasons for paving streets.

3. Country road on west side of campus.

Grading; implements; drainage; use of country roads; farmer's need for good roads.

IV. The Farm in the Autumn.

1. Excursion to a farm to observe,—
 - a. What the farm consists of—fields, pastures, orchard, barnyards, buildings.
 - b. Products of the farm—grain, stock, milk, fruit, garden truck.
 - c. Farm implements—machinery, wagons, etc.
 - d. Care of products for home use.
 - e. All farm activities,—harvesting, feeding cattle, milking, etc.
2. Discussions growing out of excursions.
 - a. Disposal of farm products,—grain—use on farm, shipment into town and to Chicago on railway.
Stock—the dairy and dairy products, taking of milk to the creamery; cattle, shipped to Chicago stock-yards.
Garden-truck—use at home, shipment to market, poultry and eggs.
 - b. Things needed by farmer, not produced on the farm: machinery; tools; wagons; harnesses; lumber; seed; groceries; clothing; paper and magazines.
3. Excursions to the creamery and to the grain elevator follow from the discussion of the disposal of the products of the farm.

V. The Creamery.

1. Visit to creamery early enough in the morning to see the farmers bring in the cans of milk in their wagons.

Observe:—

Emptying of cans.
Scalding of cans with steam.
Reception of milk in reservoir.
Separator.
Bottling of milk and cream.
Churning.
Preparations for delivery.
Method of cleansing bottles.
2. Discussion following excursion.
 - a. Work in the creamery, cleanliness, etc.
 - b. The Dairy,—care of cows and stable; cleanliness of hands and clothing of milker.
 - c. Pure milk; dangers from impure milk.

- VI. The grain elevator—excursion to elevator to see how the farmer disposes of the grain which is not used on the farm.

Building; side-tracks from the railway; method of elevating the grain; method of filling the cars.

- VII. Trade—selling and buying, exchange of farm products for money, or for things which are needed on the farm.

Comparison with home, and methods of supplying the needs.

- VIII. The Feed-Store.

1. Preparation in school for excursion.
2. The excursion, observation of
 - a. Kinds of feed in the store—oats, bran, etc.
 - b. Ways in which it is cared for.
 - c. Ways of selling—measurement, weighing, handling.
 - d. Price.
 - e. People who buy.
 - f. Source of supply from the store-keeper.
3. Discussion.

- IX. The Blacksmith Shop.

1. Preparation for excursion—discussion of the need of the farmer or anyone who owns a horse for a place to shoe his horses.
2. The excursion—observation of
 - The shop, forge, anvil, hammers, bellows, etc.
 - The shoe and nails.
 - Shoeing a horse.
 - Time and cost of shoeing a horse.
3. Discussion, using horse's hoof, shoe and the nails.

- X. The Wagon Shop.

1. Discussion—in order to facilitate trade between the farm and the town, the farmer must keep his wagon in good condition and his horse shod.
2. Excursion.
 - The shop, anvil, forge, bellows.
 - The smith at work.
 - Working and shaping the iron into link of chain or bolt.
 - Putting new tire on wagon-wheel.
3. Discussion.

XI. The Grocery-store—an excursion.

1. Classification of things seen—

Staple goods in bulk.

Canned goods.

Preserved goods.

Spices.

Vegetables.

Fruit.

2. Sources of various things from warm or cold countries.

3. Special study of,

a. Flour.

b. Sugar.

c. Salt.

d. Vegetables—the market garden.

e. Fruits—home-grown and tropical.

f. One canned vegetable, as corn.

XII. The Meat-Market—an excursion.

Different kinds of meat and the animals from which they come.

XIII. The Beginning of Map-Making—

1. The notion of the map introduced by the Map game, and the sand model of the campus, should be developed now by drawing on the floor of the school-room, with chalk, the outline of the campus, placing the building and roads in their relative places (keeping things oriented); then each child should trace his road to his home, to the farm he visited, to the post-office, the railway station, the creamery, and whatever else he has visited; let him give direction at each turn after leaving the school-room. Develop the notion of scale, by making the figures which represent the campus smaller and still smaller; then locate Sycamore and Malta; extend the map by continuing the railway east to Chicago, and Lake Michigan, and west to the Mississippi River.

2. The map should grow gradually to make Illinois; name some of the surrounding states, the Illinois River, Ohio River, Wabash River; follow Mississippi River to Gulf; go westward over mountains to Pacific Ocean; eastward to Atlantic Ocean; North America.

3. At various points sketches should be made on large piece of paper and then hung on the north wall, with drill in direction.

- XIV. The World—whole: A Relief Globe (preferably the Jones model) should be introduced and continents and ocean basins distinguished. Water placed in depressions will help give notion of oceans and ocean beds.
1. Locate North America. Drill in direction, as on wall map. Atlantic Ocean, Pacific Ocean.
 2. Other continents—South America, Africa, Eurasia, Australia, Antarctica.
 3. Regions of cold; regions of heat. North and South Poles. Equator.
 4. Follow on globe journeys which may be taken to different parts of the world as suggested by such events as
 - a. Roosevelt's trip to Africa.
 - b. A letter written to Filipino children.
 - c. A visit to the home of the Esquimo boy.
- XV. The Farm in Spring.
- Compare activities, appearance, crop, etc., with observations made in fall, also with school garden.
- XVI. Building of a house (observation of).
- Preparation for building—materials used—source of materials—workmen.
- XVII. Illinois and Mississippi basin, the great farming region of North America. Transfer from the relief model of the world to the relief model of the United States. Drill on location of Chicago and Lake Michigan, Mississippi River, Illinois; mountains in east and west, forming the basin of the Mississippi River; oceans on east and west; Gulf of Mexico. Model this region in sand and clay, showing slopes and reason for direction of rivers.

FOURTH GRADE.

1. The prairies of DeKalb County. The Prairie Regions and their Development.
 - a. Wild prairie; early settlement along streams and forests; prairie fires.
 - b. Early Indian life. Shabbona. Map of the Prairie Regions.
 - c. Corn and stock-raising. Shipping to Chicago.
 - d. Tree-planting. Tile-draining. Roads and bridges.
2. The Illinois River. Map. Streams tributary to the Mississippi and Ohio.
 - a. Scenery and bluffs. Starved Rock, Deer Park.

- b. Swamps and bayous. Duck hunting.
 - c. The canal connections with Chicago.
 - d. Cities.
 - e. Products shipped. Corn, coal, stone.
 - f. Proposed deep water way.
 - g. Other rivers corresponding to the Illinois,—Wisconsin, Ohio, Kentucky, Tennessee, Minnesota, Iowa, Missouri, Arkansas. Map.
 - h. Other canal connections with Great Lakes.
 - i. Review story of LaSalle and Tonty.
3. A coal mine and coal fields of Illinois and Mississippi Valley.
- a. Location and sinking of shaft.
 - b. Process of ventilating and mining.
 - c. Dangers and protections.
 - d. Use of coal for houses, railroads and factories.
 - e. Shipping of coal by rail and by water.
 - f. Location of Illinois coal field; Iowa and Missouri field; Western Appalachian coal field. Map of coal field.
4. Trip on the Upper Mississippi.
- a. Steamboat journey. Map.
 - b. The three cities, Davenport, Rock Island, and Moline.
 - c. Comparisons with the cities on the Upper Mississippi—Winona.
 - d. Lake Pepin.
 - e. St. Paul, head of navigation.
 - f. Comparison with trip on Ohio and Missouri. Contrasts. Maps.
 - g. Review the story of Hennepin. Also of Marquette and Joliet.
5. Minneapolis. The lumber and flour business of Minneapolis.
- a. Pineries and lumbering. Sawmills.
 - b. Wheatfields and mills; water power; railroads. Map.
 - c. Comparisons with the cities on the Upper Mississippi—Winona, etc.
 - d. Lumber cities along the Great Lakes and in New England—Buffalo, etc.
 - e. Lumber cities along the Appalachians—Williamsport, etc.
 - f. Minneapolis and St. Paul compared with Pittsburg and Albany.
6. Lake Michigan and the Great Lakes.
- a. Size and depth of lakes.
 - b. Commerce on Great Lakes; harbors; the Soo Falls and Locks.
 - c. Products shipped east and west.
 - d. Cities on the Lakes. Docks and harbors.
 - e. Summer resorts on the Lakes.
 - f. Comparison of the lake cities with those on Upper Mississippi and Ohio Rivers.
 - g. Story of Marquette and Joliet. Story of LaSalle.

7. Tobacco Culture in Kentucky and Tennessee.
 - a. The tobacco field; negro labor.
 - b. Sheds and curing.
 - c. Louisville as a tobacco center.
 - d. Tobacco states—Kentucky, Tennessee, Ohio, Virginia, and Connecticut. Map of tobacco states.
 - e. Tobacco in Cuba.
 - f. Story of Boone and Robertson. Lincoln, John Smith.
8. Trip on the Lower Mississippi. Map.
 - a. Steamboat trip from Cairo to Delta.
 - b. Sights on a steamboat trip.
 - c. Floods and levees.
 - d. Jetties on the delta.
 - e. Contrast of Lower and Upper Mississippi.
 - f. New Orleans and shipping.
 - g. Stories of LaSalle and Lincoln.
9. Cotton fields.
 - a. Raising the cotton. Negro labor. The boll weevil.
 - b. Ginning of cotton and baling.
 - c. Shipping from Memphis, Savannah, Galveston and other places.
 - d. The cotton states. Map showing cotton belt.
 - e. Shipments to New England and England. Map.
 - f. Southern cotton mills.
 - g. Wool production in Ohio and other states.
 - h. Story of DeSoto.
10. Sugar Plantation in Louisiana.
 - a. Raising sugar cane on the plantation.
 - b. Method of milling. Old and new methods.
 - c. Refining sugar. New Orleans. Map of sugar states.
 - d. Beet sugar in California, Colorado and other states. Map.
 - e. Maple sugar in Vermont. Sorghum.
 - f. Sugar in Cuba and Philippines. Map.
11. The Cattle Ranches of the Plains. Map.
 - a. The cattle ranch.
 - b. The round up.
 - c. Texas ranches and northwest driving. Map.
 - d. Shipping to the corn belt. Map of western states.
 - e. Packing houses in Omaha and Chicago.
 - f. Sheep ranches on the plains and in the mountains.
 - g. Cattle and stock raising in the corn belt.
 - h. Stories of Fremont. Parkman's Oregon Trail, and Lewis and Clark.

12. Springfield, Illinois.
 - a. State house. Pictures.
 - b. Three departments of state government.
 - c. Review of town and county government.
 - d. Lincoln's home and monument in Springfield. Pictures.
 - e. Other states and capitals, Indianapolis, Madison, etc.
 - f. Story of Lincoln, Grant, George Rogers Clark.
Reference, Type Studies of the United States.

FIFTH GRADE.

- I. Niagara Falls.
 1. Location of Falls and their relation to physiography of the lake region.
 2. Scenery of the Falls and Gorge. Other great falls in U. S. Yellowstone. Great Falls, Mont.; Shoshone Falls, Idaho.
 3. Recession of the Falls. Compare with Minneapolis.
 4. The Falls as an obstruction to commerce. Compare with Sault Ste. Marie. Rapids on Lower St. Lawrence. Canals around the Falls. The Erie Canal. Buffalo due to the Falls. Falls at Louisville, Kentucky.
 5. Water power at the Falls. Electrical power and how produced. Use of the power at the Falls and in Buffalo. Compare with the water power at Glens Falls, at Rochester, at Minneapolis; the Merrimac River and Fall River, Mass.; Lewiston and Augusta, Maine; Richmond, Va.; Great Falls, Mont.; Canal power at Chicago; Snake River Falls in Idaho.
- II. The Hudson River.
 1. Voyage up the River. Scenery at Palisades, Highlands, etc. Compare scenery with Delaware Water Gap, Susquehanna, Potomac at Harper's Ferry, James River breaking through the Blue Ridge, Columbia at the Cascades, Royal Gorge of the Arkansas, Yellowstone River and Gorge.
 2. Hudson River a Drowned Valley. Tide to Albany, deep and broad. Compare with Delaware Bay, Chesapeake Bay. Carolina rivers, St. Johns, Maine rivers.
 3. Commerce of the Hudson River, Passenger steamers, canal boats and barges, brick yards and stone quarries along the river.
- III. Erie Canal and connections with Lake Erie and Lake Ontario. History and importance. Cost of shipment by canal. Recent enlargements of canal. Products of lake regions shipped eastward by canal and Hudson river. Lake Champlain canal. Lumber shipment.
 1. Hoosac Tunnel and connection with Boston. Manufactured goods sent west.

2. New York Central Railroad parallel with Hudson River and Erie Canal.
- IV. The White Mountains.
 1. Physiography of the White Mountain group.
 2. Ascent of Mt. Washington.
 3. Mountain Hotels and Resorts.
 4. Lake Winnepesaukee and other New England resorts.
 5. The Adirondacks in summer. The St. Lawrence Islands.
 6. The Catskills. Hotel and summer houses.
 7. The Mountain resorts of Pennsylvania and Virginia Springs.
 8. Asheville and the Southern Appalachians.
 9. The Seashore Summer Resorts. The Main Coast, Old Orchard, Nantucket, Newport, Long Branch, Ocean City; the Florida Coast in winter; St. Augustine, Palm Beach.
- V. Gloucester and the Cod Fisheries.
 1. Preparation and voyage of Fishing Schooner to the Banks.
 2. Gloucester and the fishing schooners. Fishermen's families.
 3. Curing and packing the fish. Fresh fish.
 4. Inshore fishing, the dories. Lobster fishing.
 5. Related industries at Gloucester. Rope making and ship's supplies. By-products of the fisheries; glue.
 6. Other fishing towns of New England; Marblehead; Boston; Salem.
 7. Oyster fishing in Long Island Sound and in the Chesapeake. Canning and shipping oysters at Baltimore. Shad fishing in Chesapeake Bay. Other oyster fisheries along the Atlantic Coast to Florida.
 8. Lake Fisheries on Lake Erie and other lakes.
- VI. Boot and Shoe Factories about Boston.
 1. A shoe factory. Machines and workers. Investment.
 2. Source of leather. The tanneries in Chicago, Omaha, Baltimore. Hides from cattle ranches and stock producing regions. Hides from Argentina.
 3. Kinds of leather used. Foreign supply.
 4. Shipment of shoes westward.
 5. Extent of manufacture in New England and in other states.
 6. Other leather goods. Harness and saddles; belting; satchels and bags; gloves and mittens.
 7. Comparison with rubber goods and manufacture, Akron, Ohio. Rubber tires for buggies, bicycles and autos.
- VII. Ship Building.
 1. Bath and ship building in Maine. Wooden schooners. Lumber, and the forests as sources of materials.

2. Ship building at Philadelphia. Ship Yards. Iron and steel ship construction. Construction of a ship.
3. The building of war vessels. Steel armor plate.
4. The U. S. Navy at Brooklyn, Norfolk, etc.
5. Ship building at San Francisco.
6. Annapolis and the Naval School.
7. American ship lines on the ocean, and coasting vessels.
8. Steamship lines on the Great Lakes.

VIII. Florida Fruit and Truck Farming.

1. Orange groves; climatic conditions; frosts and how guarded against. Orange groves in California. Competition. Grape fruit.
2. Florida celery, lettuce, cabbage, tomatoes, potatoes. Early spring shipment by rail to New York, Boston, Philadelphia, Chicago. Hothouse products at the north. Cucumbers, onions, etc.
3. Berry farming in the Carolinas. Strawberries, melons. Peaches and pears from the south. Similar conditions in the Mississippi Valley.
4. Intensive truck farming in Virginia, Maryland, New Jersey.
5. The Atlantic Coast Line R. R. The Coast Line Steamers. Old Dominion, Clyde Line.
6. Chief lines of traffic by rail and by water between North and South.
7. Review of story of Ponce de Leon.

IX. Pike's Peak.

1. General physiographic survey of region.
2. Trip to top of Pike's Peak; railroad; views; Long's Peak, Fremont's Peak, Mount of the Holy Cross.
3. Interesting side trips, Cheyenne Canyon, Garden of the Gods, Cave of the Winds (Mammoth Cave, Luray).
4. Colorado Springs as a summer resort,—Springs, hotels. Compare with Hot Springs. Other resorts along the Rockies. Yellowstone Park, Yosemite Valley in California.
5. Compare with Mt. Washington and White Mountains.
6. Review story of Pike; Fremont; Lewis and Clark.

X. Big Irrigation Ditch at Denver.

1. Survey of irrigation lands along the Platte and relation to Rocky Mountains.
2. Digging and constructing the ditch. Flumes. Source of water. Reservoirs in mountains.
3. Conflict of water rights; how settled; legislature.

4. Drawing water from ditches. Distributing.
5. Effects of water on dry land. Crops.
6. Market for products. Cities and mining camps.
7. Irrigation by small streams and ponds.
8. Irrigation streams along the eastern foot hills for 1,200 miles. Yellowstone River, Rio Grande.
9. Other irrigation districts. Utah, California, Colorado River, Idaho, Montana, etc.
10. Government projects. Roosevelt dam on Salt River. Arizona. General plan of government.

XI. Gold Mining in California.

1. Early gold discoveries in California.
2. Placer mining. The cradle, etc.
3. Quartz mining. Stamp mills.
4. The mining districts of California.
5. Smelting the ores.
6. Silver and gold mines in Colorado and Cripple Creek.
7. Copper mines at Butte and in Michigan.
8. Distribution of mining through western states, as Arizona, Nevada, Idaho, etc.
9. Cities as smelting centers, as Pueblo, Great Falls, Butte.
10. Products of mines compared with products of irrigation and fruit raising.
11. Review of trip of the Goldseekers to California in '49.

XII. Salmon Fisheries on the Columbia.

1. Life and migrations of the salmon.
2. Modes of fishing along the Columbia.
3. Description of cannery.
4. Extent of Salmon fisheries along the Columbia.
5. State and natural hatches for protecting the salmon fishing industry.
6. Salmon fishing along Puget Sound and on Fraser river. British Columbia.
7. Seal fisheries along the coast of Alaska.
8. Fisheries of the Pacific coast compared with those of Atlantic coast.
9. Review Lewis and Clark expedition. Reference, Type Studies of the United States, McMurry.

SIXTH GRADE.

General survey of mountains and plains of North America.

1. Pittsburg and Steel Production in the United States.
 - a. Johnstown and Cambria Steel Co.

- b. Pittsburg steel production.
 - c. Other centers on the Lakes; at Birmingham, etc.
 - d. Iron mines and steel production in the United States.
2. The Cotton Mills. Textile Industries of the United States.
 - a. Cotton mills at Lowell, Manchester, and Fall River.
 - b. Cotton mills in the south.
 - c. History of spinning and weaving. Woolen and silk manufacture.
3. The Appalachian Mountains. The Rocky Mountains.
 - a. Physiography of the Appalachian rivers.
 - b. Forests and mineral production in the Appalachians.
 - c. Farming and stock raising.
 - d. Roads across the mountains.
 - e. Cities and history.
 - f. The Rocky Mountains.
4. The Pennsylvania Railroad. Railroad System of the United States.
 - a. Early history and growth of the Pennsylvania system.
 - b. Comparison with New York Central, Baltimore and Ohio, etc.
 - c. The Union Pacific and other Pacific railroads.
 - d. North and South routes in the United States.
5. The Mississippi River. Type of Great Commercial River.
 - a. Survey of Mississippi Basin as a whole.
 - b. Floods on the Ohio and Mississippi.
 - c. Improvements in navigation.
 - d. Important areas of production in the Mississippi Valley.
6. New York City. Survey of the cities of the United States.
 - a. The harbor and commerce of New York.
 - b. Rapid transit; water supply.
 - c. City government; charities; education.
 - d. Manufactures.
 - e. Comparison with Philadelphia, Chicago, and other cities.
7. The Alaskan Coast.
 - a. Mountains and glaciers.
 - b. Forests.
 - c. Fisheries.
 - d. Summer excursions along the coast.
8. The City of Quebec.
 - a. History of Quebec.
 - b. The French people.
 - c. Comparison with Montreal and other cities in Canada.

9. The City of Mexico.
 - a. Advantages of its location on the Plateau.
 - b. History of the city. Spaniards and Indian races.
 - c. Public buildings and scenes in Mexico.
 - d. Contract with coastal cities.
10. The Island of Cuba.
 - a. Physical and climatic features.
 - b. History of Cuba.
 - c. Products of a warm climate.
 - d. Comparison of other West Indian Islands.
11. North America as a Continental Type.
 - a. Mountain systems and plateaus.
 - b. Its river systems.
 - c. Climatic features.
 - d. Its regional groupings.
 - e. Its races and their distribution.
 - f. Marked coastal features and undulations.

References: Large Types of American Geographies.

SEVENTH GRADE.

General Survey of Europe.

- A. Physical features, mountains and rivers.
 - B. Nationalities and their location.
 - C. Peninsulas and islands.
 - D. Comparison with North America.
1. Steamship voyage from New York to Hamburg.
 - a. Harbor of New York.
 - b. The steamship.
 - c. Ocean experiences.
 - d. Voyage through the channel.
 - e. Hamburg.
 2. The British Isles. The Island Kingdom.
 - a. Physical features and climate.
 - b. Natural resources.
 - c. People of England, Ireland and Scotland.
 - d. Commercial advantages of England.
 3. Seaport Cities of Great Britain.
 - a. Glasgow. Harbor improvements and ship building.
 - b. Liverpool. Shipping.
 - c. Manchester ship canal.

- d. Cardiff and Bristol. Harbors and shipping.
- e. London. The river and docks.
- f. New Castle and the Tyne ports.
- g. Comparisons with Antwerp, Hamburg, etc.
- 4. The Alps. The Mountains and Plains of Europe.
 - a. Upheaval and mountain building.
 - b. Glaciers. The glacial period in Europe and North America.
 - c. Lakes and rivers.
 - d. Switzerland resorts, Lucerne, roads and passes.
 - e. Relation to Swiss history.
 - f. Comparisons of mountains, rivers, etc., with North America.
- 5. The Rhine and Other Large Rivers of Europe.
 - a. Physical features of the Rhine Valley.
 - b. Castles. Fortified cities. Cologne Cathedral.
 - c. Historical and literary associations.
 - d. Comparison with other rivers in Europe and in United States.
- 6. Berlin, the Kaiser City.
 - a. Plan of the city. Monuments and buildings.
 - b. The military center of Germany.
 - c. Comparison with other capital cities.
- 7. The German People.
 - a. Warlike historical character of the Germans.
 - b. German characteristics, social life, music, education.
 - c. Customs in home life.
 - d. Germanic races in Europe. The English.
 - e. Comparison with Latin and Slavic races.
 - f. Comparison with races in the United States.
- 8. Holland, the Delta land.
 - a. The Delta of the Rhine.
 - b. Building the dikes. The canals in summer and winter.
 - c. Industries and commerce of the Dutch.
 - d. The Dutch in New York.
- 9. Paris—the City of Modern Art.
 - a. Improvements since the French Revolution.
 - b. The development of art in Paris. Museums, etc.
 - c. The rebuilding of Vienna.
 - d. Other cities of art, Dresden, Rome, etc.
- 10. Lyons and the Silk Production.
 - a. The silk worm and silk production.
 - b. The manufacture of finer textiles.

11. Italy. The Importance of Peninsulas in Europe.
 - a. Physiography; its peninsular character.
 - b. Its history and political importance.
 - c. Compare with other peninsulas, as Spain, Greece, Scandinavia, Denmark, England.
12. Rome, The Ancient City and the City of the Popes.
 - a. The ruins of Ancient Rome.
 - b. The Vatican.
 - c. Compare with Athens, Constantinople, Jerusalem, Granada, Carthage.
 - d. Religions in Europe.
13. St. Petersburg, the City of Peter the Great.
 - a. Seat of Russian Government.
 - b. Comparison with Moscow.
 - c. Commerce. The Siberian Railroad.
14. The Fjord Coast of Norway.
 - a. The Fjords.
 - b. Forestry.
 - c. Fishing.
 - d. Climate.
15. Europe as a Whole.
 - a. Mountains and plains.
 - b. Physical resources.
 - c. Climatic conditions.
 - d. Gulfs and seashore.
 - e. Compared with North American Peninsulas.
 - f. Varied languages and nationalities.

EIGHTH GRADE.

1. General survey of Asia.

Mountains, plateaus and river systems.
Centers of population, deserts.
Nationalities. History of ancient races.
2. The Suez Canal; Route from England to India.

Comparison of old and new routes to India.
3. India, the Chief of England's Possessions.

History of English influence in India. Clive.
The British government and its work in India.
Variety of races and religions in India.
Other possessions of England in Asia and the East Indies.

4. The Great Siberian Railway.
Influence of Russia in Asia. Russia-Japan.
Comparison with Union Pacific Railway in the United States.
5. Japan and the Progressive Character of Its People.
Recent history of Japan.
Customs of the people.
Contrast with China.
6. The Yangtse River.
The delta land. Its products and population.
Compare the Yangtse with the Ganges and Indus.
Compare with the Mississippi.
7. Java—the Dutch Colony.
Its products and commerce.
8. Australia—Its History.
A penal colony.
Gold discoveries.
Sheep ranches and meat production.
9. New Zealand.
Its physical characteristics and resources.
Compare with Great Britain, Japan, Madagascar.
Compare with the Yellowstone country.
10. Cape Colony, Its History.
Expansion of English Influence in Africa.
Compare with colonies of France, Italy, Germany and Portugal in Africa.
The union of British colonies in South Africa.
11. The Congo River.
Exploration of Central Africa by Livingstone and Stanley.
The Congo Free State.
Products and commerce of the Congo valley.
Comparison with the Nile river.
Comparison of the Congo and Amazon.
12. The Desert of Sahara.
Physical and climatic features.
A caravan journey. Caravan routes.
Desert cities and oases.
The Bedouin tribes and mode of life.
Compare with the great deserts of Asia.
Review deserts of the United States.

13. The Amazon River.
 - Tropical forests and scenery.
 - Industries of the Amazon forest. Commerce.
 - Animal life.
14. A Coffee Plantation in Brazil.
 - Raising and curing coffee.
 - Rio Janeiro and Sao Paulo as shipping centers for coffee.
 - Coffee production in other parts of South America, West Indies, Africa, etc.
 - Cocoa and its production compared with coffee.
 - Tea producing countries compared with coffee countries.
15. Argentina, a Typical Spanish State.
 - Its history and that of other Spanish states in South America.
 - The La Plata Valley and its great industries.
16. The Panama Canal.
 - Its history, difficulties and expense.
 - Its probable effects. Comparison with other canals.
17. The United States and Her Colonies.
 - Comparisons with British and other colonial systems.
18. Mathematical and Astronomical Geography.
 - Latitude and longitude.
 - Motions of the earth and relation to the sun.
19. The Pacific Ocean.
 - Size and comparison with other oceans.
 - Ocean currents and movements.
 - Great traffic routes across the oceans.

ARITHMETIC.

In the past there has been an attempt to do too much under the head of arithmetic. There has not been time to give attention to things that are fundamental. There are a few things primarily essential in arithmetic that should be learned by every child if a thorough mastery of this subject is to be acquired. He should be able to make practical use of the arithmetical facts and principles learned in school.

There should be more purposeful drill upon the necessary number facts and processes until the child becomes perfectly familiar with them. Such processes as addition, subtraction, multiplication and division should be mastered early in the school life of the child because they play so important a part in all work in arithmetic that is to follow. Often much time is wasted in the upper grades learning facts and processes

that should have been thoroughly mastered in the lower grades when the child was passing through the stage in which this work can be done most easily. Much drill and repetition for accuracy and speed should be given day after day along with the other work of arithmetic to the end that the child may early put into the background, through thorough mastery, the mechanical difficulties of number. He should be at home and ready in thinking number and in the manipulation of number. He should think in numbers as readily as he thinks in other subjects. This will be brought about only by vigorous, persistent drill upon the mechanical side of number and the application of number in a rational, sensible way to the every-day problems that surround the child. If the above is attended to in the lower grades it will be possible to do a higher and more practical kind of work in the upper grades.

The matter of having the child reason about everything he does in arithmetic, especially in the lower grades, can be overdone. Of course he needs to do rational thinking but there is no place for fine-haired explanations that are often required. Many things in arithmetic do not need to be explained. They need to be done and results secured with the least amount of fuss possible.

There is no place in school where time can be saved to better advantage than in connection with the arithmetic recitation. Too much explaining is done; non-essential work takes up time; the movement of the recitation is sluggish; there is no completed task with an essential piece of knowledge well mastered. Too many of our pupils are but half-prepared to go on because we have not been rigid enough in holding them up to standards that are within their reach.

The teacher of mathematics must be alert in order to communicate mathematical life to her pupils. She must have clearly in mind what she is to accomplish in the way of results. She must know how to secure these results on the part of her pupils with the least expenditure of energy. Pupils should acquire a mastery over number that makes them feel at ease when dealing with number relations.

Following is the outline of topics or units of study for the grades:

NUMBER WORK.

FIRST GRADE.

1. Naming of any group of objects through ten.
2. Writing figures through ten.
3. Addition of any two numbers the sum of which does not exceed ten. These facts are fixed through the playing of games.
4. Expression with figures and signs of the addition facts given above e. g.

$$\begin{array}{r}
 1 \\
 1 \\
 \hline
 2
 \end{array}
 +
 \begin{array}{r}
 2 \\
 1 \\
 \hline
 3
 \end{array}
 =
 \begin{array}{r}
 1 \\
 2 \\
 \hline
 3
 \end{array}
 \text{ and }
 \begin{array}{r}
 1+3=4 \\
 2+2=4 \\
 3+1=4
 \end{array}$$

5. Addition of several one-place numbers the sum not exceeding ten, and the addends being only one and two. Thus:

$$\begin{array}{r} 1 \\ 2 \\ 2 \\ \hline 1 \\ 2 \\ \hline \end{array}$$

Quick drill of this kind a very few minutes every day during the last two months.

SECOND YEAR.

1. Review the addition facts learned the first year, and Topic 5 of that year's work, every day, a very short time.

2. Subtraction of any number not exceeding 9 from any number not exceeding 10.

3. The expression by figures and signs of any subtraction fact in which the minuend does not exceed 10, e. g.

$$\begin{array}{r} 10 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -8 \\ \hline \end{array} \quad \text{or} \quad \begin{array}{r} 10-1 \\ 10-2 \\ 10-3 \end{array}$$

4. Measurement of United States money; cents, nickels and dimes and the relation of any one to the others.

5. The meaning of any two-place number (taught by the use of Kindergarten sticks or toothpicks taken singly and in bundles of ten each).

6. Addition of any two-place numbers, the sum of neither the units nor the tens exceeding 9.

7. Addition of several one-place numbers, the addends being 1, 2, and 3. Take in place of the previous drill suggested in Topic 1. *A little of this every day in the term*, increasing in difficulty as the pupils gain skill.

8. Subtraction of any two-place subtrahend from a three-place minuend the tens and units of which exceed those of the subtrahend.

9. The multiplication table of 10, through 9 tens.

10. Multiplication table of 11 through 9 elevens.

11. Addition of two one-place numbers with sums 11—18 and no addend greater than 9. Facts fixed through playing of games.

12. Addition of several one-place numbers, the addends being 1, 2, 3, and 4. This is to take the place of the daily drill suggested in Topic 7.

13. Subtraction of a one-place number from any minuend 11—18, with a remainder not greater than 9.

14. Measurement of time—Telling time by the clock.

15. Multiplication table of 5.

16. Addition of any two-place number and 5.
17. Addition of several one-place numbers with addends of 1, 2, 3, 4, and 5. This takes the place of the daily drill suggested in Topic 12.
18. Measurement of liquids.
19. Multiplication table of 2.
20. Multiplication by 2 of a two-place number, the tens and units of which do not exceed 4, thus:

21	14	22	42	31	23
<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>

21. Measurement of United States money: Dollar, half-dollar and quarter-dollar, the relation of each to the others and of each to cents, nickels and dimes.

- (a) Drills every day on the addition of any two one-place numbers, or (b) the multiplication tables of 10, 11, 5, and 2.

THIRD YEAR.

Review (a) As often as necessary drill on the addition of any two one-place numbers.

- (b) Review frequently, if necessary, the multiplication tables of 2, 5, 10, and 11.
- (c) Give short, rapid drills every day in adding numbers with addends (for the present) of 1, 2, 3, 4 and 5.
 1. The meaning of a three-place number, taught by use of tooth-picks or Kindergarten sticks, singly, in tens, and in tens of tens.
 2. Addition of two- and three-place numbers.
 3. Multiplication of a three-place number by 2 and by 5.
 4. Writing and reading of Roman Numerals through C.
 5. Factoring. Why a change in the order of factors does not affect the product, e. g.

Why 3 4's equal 4 3's.

. . . .

6. The division table of 10.
7. The division table of 2.
8. The division table of 5.
9. The division table of 11.
10. The multiplication table of 9.
11. The multiplication of any two- or three-place number by 9.

12. Addition of any two-place number and 9. The pupils see, e. g. that since the sum of 3 and 9 ends in 2, the sum of any two-place number ending in 3 added to 9 will end in 2 and the number of tens will be increased by 1 ten,

$$\begin{array}{r} 43 \\ 9 \\ \hline 52 \end{array}$$

13. Addition of several one-place numbers, the addend being 1, 2, 3, 4, 5, and 9. This takes the place of the daily drill of addends 1, 2, 3, 4, and 5.

14. The subtraction of 9 from any two-place number ending in 0, 1, 2, 3, 4, 5, 6, 7, or 8. Quick work, the pupils seeing the relation between

$$\begin{array}{r} 12 \\ -9 \\ \hline \end{array}$$

and any other two-place number ending in 2 from which 9 is taken.

15. The division table of 9.
16. Fractional parts of 1.
 - a. Halves, fourths, eighths.
 - b. Thirds and ninths.
 - c. Thirds, sixths and twelfths.
 - d. Fifths and tenths.
17. The measurement of lengths.
18. The multiplication table of 3.
19. Multiplication of a two- or three-place number by 3.
20. Addition of 3 to any two-place number.
21. Subtraction of 3 from any two-place number ending in 0, 1, or 2.
22. Division table of 3.
23. Factoring of like products in the multiplication tables of 3 and 9.
24. Unit fractions of numbers greater than one.
 - a. 1-2 of multiples of 2 through 24.
 - b. 1-4 of multiples of 4 through 36.
 - c. 1-3 of multiples of 3 through 36.
 - d. 1-10 of multiples of 10 through 100.
 - e. 1-5 of multiples of 5 through 100.
25. The measurement of time. Comparative lengths of seconds, minutes, hours, days, months and years.
26. The measurement of weight.
27. Multiplication table of 4.
28. Multiplication of any two- or three-place number by 4.
29. Factoring of like products in the multiplication tables of 2 and 4.
30. Addition of 4 to any two-place number ending in 6, 7, 8, or 9.

31. Subtraction of 4 from any two-place number ending in 0, 1, 2, or 3.
32. Subtraction from a three-place minuend.
33. Division table of 4.
34. Division of a two- or three-place number by 2, 3, 4, 5, and 9.

FOURTH YEAR.

Drills. (a) Addition of columns of figures, the addends being 2, 3, 4, 5, and 9. Quick work two or three minutes a day.

(b) Review multiplication tables of 2, 3, 4, 5, and 9, also 10 and 11 if necessary. Two or three minutes a day given to this.

1. The meaning of a four- and of a five-place number. Teach the place value of figures.

2. Addition of two-, three-, and four-place numbers.
3. Subtraction from a four-place number.
4. Multiplication table of 8.
5. Multiplication of two-, three-, and four-place numbers by 8.
6. Addition of any two-place number and 8.
7. Additions of columns of figures, the addends being 2, 3, 4, 5, 8, and 9. This takes the place of the daily drills before given.
8. Multiplication of any four-place numbers by 2, 3, 4, 5, and 9.
9. Division table of 8.
10. Division of three- and four-place numbers by 8.
11. Division of any four-place numbers by 2, 3, 4, 5, and 9.
12. The reading and writing of Roman Numerals through the number of the present year.
13. The writing of United States money.
14. Addition of United States money.
15. Subtraction of United States money.
16. Multiplication of United States money by 2, 3, 4, 5, 8, and 9.
17. Partition of numbers occupying from two to four places inclusive.
18. Partition of United States money.
19. Multiplication table of 6.
20. Multiplication of any two-, three-, or four-place number by 6.
21. Addition of any two-place number and 6.
22. Addition of several one-place numbers, the addends being 2, 3, 4, 5, 6, 8, 9. This takes the place of the daily drill called for in Topic 7.
23. Subtraction of 6 from any two-place number ending in 0, 1, 2, 3, 4, or 5.
24. Subtraction of numbers containing 6 from three- or four-place numbers.
25. Division table of 6.
26. Division of any two-, three-, or four-place number by 6.

27. Multiplication table of 12.
28. Division table of 12.
29. Multiplication table of 7.
30. Multiplication of United States money by 7.
31. Addition of any two-place number and 7.
32. Addition of several one-place numbers, 1-9, in which 7 often occurs. This takes the place of the daily drill suggested in Topic 22.
33. Addition of two-, three-, and four-place numbers in which 7 often occurs.
34. Subtraction of 7 from any two-place number ending in 0, 1, 2, 3, 4, 5, or 6.
35. Subtraction from three- and four-place numbers of numbers in which 7 frequently occurs.
36. Division table of 7.
37. Division of any three- or four-place number by 7.
38. Multiplication of a two-, three-, or four-place number by a two-place number.
39. Multiplication of a three- or four-place number by a three-place number.
40. Square measure.
41. The meaning of the numerator and denominator of a fraction.
42. Reduction of improper fractions to whole or mixed numbers.
43. Reduction of proper fractions.
44. Addition of a few proper fractions.
 - a. Halves and fourths.
 - b. Thirds and sixths.
 - c. Thirds and ninths.
 - d. Fifths and tenths.
 - e. Halves, fourths and eighths.
 - f. Halves, fourths and twelfths.
 - g. Thirds, sixths and twelfths.
45. Subtraction of proper fractions, the ones used in Topic 44.
46. Multiplication of a proper fraction by a whole number.
47. Multiplication of a whole number by a proper fraction.
48. Addition of mixed numbers containing fractions which pupils know how to reduce and add.
49. Subtraction of mixed numbers containing fractions which the pupils know how to reduce.
50. Multiplication of a mixed number by an integer.
51. Multiplication of an integral number by a mixed number.
52. Long division by any number from 2 through 12 (except 10).
53. Long division of a three- or four-place number by any two-place number (excepting one ending in zero).

(As soon as a multiplication table has been learned it should be put with other tables for *very frequent reviews*.)

GRADE FIVE B.

1. Review such work of grade 4 as needs it.
2. Fractions.
 - a. Development of meaning objectively.
 - b. The fraction as an expressed division.
 - c. Figure processes.
 1. Reduction.
 - (a) Integers and mixed numbers to improper fractions.
 - (b) Improper fractions to integers or mixed numbers.
 - (c) To higher and lower terms.
 - (d) To least common denominator.
 - (2) Addition and subtraction.
 - (3) Division.

GRADE FIVE A.

1. Review essential processes.
2. Fractions continued.
 - a. Multiplication.
 - b. Cancellation.
 - c. Division by inverting the divisor.
 - d. Decimal fractions.
 - (1) Reading and writing.
 - (2) Changing common fractions to decimals.
 - (3) Changing decimals to common fractions.
 - (4) The four fundamental operations.
 - e. Simple problems in application of the processes as they are learned throughout the entire grade.

GRADE SIX B.

1. Review:
 - a. Addition and multiplication for skill.
 - b. Writing and reading decimal fractions.
 - c. Aliquot parts.
2. Denominate numbers and measurements.
 - a. Memorize the *useful* tables thoroughly. See "Special Method in Arithmetic," as to omissions, page 21.
 - b. Reduction ascending and descending.
 - c. Addition, subtraction, and multiplication of denominate numbers. *Use only simple problems.*
 - d. Bill and accounts of sale.

GRADE SIX A.

1. Review:
 - a. To acquire skill in the operation with integers and fractions.
 - b. Tables of denominate numbers.
2. Application of space measurements.
 - a. To finding areas of rectangle, rhomboids, triangles and trapezoids, in the building trades and land measure.
 - b. To finding volumes of rectangular solids.
3. Determine concretely the approximate value of the ratio of the diameter to the circumference and follow this with finding the area of a circle by cutting a circle into equal sectors and fitting them together to make an approximate rectangle.

The problem material should be such as lies within the experience of the pupils and there should also be great variety.

GRADE SEVEN B.

1. Review such processes as seems to need it. The acquired skill should not be allowed to fall back.
2. Percentage.
 - a. Interpretation of per cent. into equivalent forms of common and decimal fractions.
 - b. The three fundamental problems.
 - c. Loss and gain.
 - d. Commercial discount.
 - e. Commission.
 - f. Taxes.

GRADE SEVEN A.

1. Percentage (continued).
 - a. Saving and investing money.
 - (1) Simple interest (6 per cent aliquot part method).
 - (2) Compound interest,—using tables.
 - b. Banking.
 - (1) Promissory notes.
 - (2) Discount and loans.
 - (3) Domestic exchange.
 - (4) Letters of credit and travelers' cheques.
 - c. Stocks and bonds.
 - d. Miscellaneous problems in the applications of of percentage, especially such as come within the actual experience of the people in the community.

GRADE EIGHT B.

In this grade mensuration should be organized. The figures should be carefully constructed. Tools to be employed are *sharp* pencil, ruler, compass, protractor and note-book.

1. Plane figures.

- a. The square.
- b. The rectangle.
- c. The general parallelogram.
- d. The trapezoid.
- e. The triangle.
- f. The regular polygon.
 - (a) Hexagon.
 - (b) Quadrangle.
 - (c) Triangle.
 - (d) Octagon.

g. Circle, *review*.

After developing the mensuration formulas in connection with these figures apply them to many problems, so that there is assurance in attacking a new problem.

h. Square root.

Application to right triangle.

GRADE EIGHT A.

1. Solids.

- a. The cube.
- b. The rectangular parallelopiped.
- c. The right prism.
- d. The right cylinder.
- e. The pyramid.
- f. The cone.
- g. The frustum.
- h. The sphere.

2. General review of the applications of percentage and mensuration.

STUDENT TEACHERS, 1912-13.

"Assistant" credits are given for aiding in the charge of a room for one-half of each day for one term. "Room" credits are given for room charge for one-half of each day for one term. "Room" teachers as well as "assistant" teachers do one hundred minutes of actual teaching per half day.

NAME	Ass't Credits	Room Credits	NAME	Ass't Credits	Room Credits
Aberg, Jennie		3	Coleman, Frances	3	
Adams, Hawthorne	3	3	Corey, Marion	3	
Anderson, Clara	3	3	Coulehan, Mary	3	
Anderson, Irene	3	3	Cramer, Bertha	3	
Anderson, Mabel	3	3	Cummings, Rachel	3	3
Anderson, William	3	3	Cunningham, Mary		3
Aurner, Edith	3	3	Davis, Lillian	3	
Bailey, Eloise	3	3	Denker, Jennie	3	
Baker, William	3	3	De Voe, Phyllis		3
Ball, Margaret	3		De Witt, Bessie	3	3
Ballard, Ethel		3	De Wolf, Blanche	3	3
Barry, Elizabeth	3	3	Donovan, Mae	3	3
Bates, Ivy	3	3	Doyle, Margaret	3	3
Bemis, Nellie	3	3	Eddy, Josephine	3	3
Benson, Lillian	3	3	Erffmeyer, Ruth	3	
Benson, Mary	3		Fehlman, Gertrude	3	
Bird, Olive	3	3	Ferris, Raymond	3	
Bowler, Ella	3		Fitzgerald, Edna	3	3
Bowles, Mrs. J. T.	3		Forsberg, Lillian	3	3
Bowles, Marjorie	3		Fossler, H. Ray	3	3
Boswell, Louise	3	3	Foy, Emma	3	3
Bradstreet, Alice	3	3	Fritz, Norma	3	
Brashears, J. Fay	3	3	Froelich, Adella	3	
Bristow, Louise	3	3	Gahagan, Genevieve	3	
Burke, Loretto	3	3	Gannon, Elvarena	3	
Burke, Mary L.	3	3	Garvin, Sara	3	3
Burt, Mary	3	3	Glanville, Rae		3
Buzzell, Florence	3	3	Gleason, Nellie	3	
Cappers, Emily	3		Gunn, Margaret		6
Casey, Margaret		3	Halsey, Pearl	3	3
Caton, Miriam		3	Hartman, Nellie		3
Chambers, Lucy	3		Hayward, Marion	3	3
Chaffee, Winifred	3	3	Heath, Hazel,	3	3
Chapman, Lucile	3	3	Heath, Ruth		3
Chapman, Thomas	3		Hendricks, Alma		6
Chase, Anna	3	3	Hickcox, Lela		3
Clark, Bayard	3	3	Hiland, Tomina		3
Clinch, Mildred	3	3	Hogan, Irene	3	3

NAME	Ass't Credits	Room Credits	NAME	Ass't Credits	Room Credits
Hoy, Mabelle	3	3	Peterson, Irving		3
Hull, Vera		3	Peterson, Judith	3	
Jeanblanc, Ivo		3	Peterson, Nettie		3
Jenkins, Gertrude	6	3	Phelps, Katherine	3	
Jenkins, Walter		3	Phelps, Ruth	6	3
Johnson, Esther	3	3	Riley, Retta		3
Johnson, Lillie	3	3	Place, Vida	6	3
Johnson, Ruby		3	Powell, Jennie	3	3
Jones, Helen C.	3	3	Raue, Ethel	3	3
Kelley, Maude	3	3	Read, Laura	3	
Kiester, Alta M.		3	Richmond, Jean		3
King, Edna	3	3	Robb, Henrietta	3	
Kliber, Elsie		3	Robinson, Georgia	3	
Knudsen, Julie	3		Roefer, Melita	3	3
Kumlin, Ruth	3		Root, Irene	3	
Koch, Marjorie	3		Schatz, Katherine	3	
Larson, Elsie		3	Schmertmann, Anna	3	3
Lascelles, Robert	3	3	Schreiber, Adele	3	
Light, Edith	3	3	Sederholm, Gerda	3	
Littlejohn, Carl	3		Selter, Albert		3
Love, Alta	3		Shafer, Floyd	3	
Love, Jessie Ruth		3	Smith, Ida		6
Lyster, Mabel	3	3	Smith, Phyllis	3	3
Mack, Grace	3	3	Squire, Pauline		3
McConaughy, Editha		3	Sweet, James	3	
McNeil, Bessie	3	3	Taylor, Ruth	3	3
Mann, Mrs. Martha	3		Thomas, Lucy	3	6
Mercer, Mildred	3	3	Tiffany, Deedie	3	3
Minssen, Herman		3	Toenniges, Frederika		3
Miller, Lucille		3	Vandewalker, Nora	3	3
Miller, Neva B.		3	Wagley, Florence	3	3
Moon, Paul		3	Weter, Grace	3	3
Moore, Lillian	3	3	Whitmore, Eugene		3
Morris, Helen	3	3	Whitten, Jennie	3	
Mowat, Jessie	3		Wiley, Dale	3	3
Murray, Evelyn	3	3	Williams, Dorothy	3	3
Muzzey, Gertrude	3		Willrett, Charlotte	3	3
Neahaus, Mercedes	3	3	Wilson, Emily	3	3
Obermann, Florence		3	Wirick, J. Paul		6
O'Brien, Paul	3	3	Wood, Matie	3	3
Olsten, Hazel	3	3	Worcester, Lenore	3	3
Osborne, Myrta		3	Wright, Esther	3	3
Oswood, Mabel		3	Wright, Grace	3	3
Pegg, Edythe	3	3			

Special Students.

Name	County	Town
Bowles, Mrs. J. T.....	DeKalb	DeKalb
Butler, Mary	Alexander	Cairo
Hagie, Florence	Jo Daviess	Elizabeth
Hepburn, Alice Richmond.....	(Ohio)	Tiffin
Kinney, Nellie M.	Lake	Waukegan
Lawton, Anza Mary.....	Lee	Dixon
Leishman, Mrs. Jessie C.....	DeKalb	DeKalb
McGirr, Ella.....	DeKalb	DeKalb
Newsham, Verna M.....	DeKalb	DeKalb
Smith, Phyllis Howard	Alexander	Cairo
Wildman, Jennie Elizabeth	Whiteside	Prophetstown
Wirick, Jean Paul.....	Lee	Nachusa
Worthington, Frances Elizabeth..	Winnebago	Rockford

Seniors of 1913.

One-Year Course.

Bird, Olive Ruth.....	Boone	Belvidere
Gunn, Margaret Jane	Lake	Lake Forest

Two-Year Course for Teaching and Drawing.

Benson, Lillian Luella.....	DeKalb	Kirkland
Jenkins, Jane Gertrude.....	DeKalb	DeKalb

Two-Year Course for Teachers of Drawing.

Love, Jessie Ruth.....	DeKalb	DeKalb
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Two-Year Course in Preparation for Teaching of Domestic Science.

Aberg, Jennie Matina.....	DeKalb	Sycamore
Caton, Miriam Esther.....	Kane	Aurora
Heath, Ruth Eldora.....	DeKalb	DeKalb
Hickcox, Lela May.....	(Wisconsin)....	Spring Green
Knudsen, Julie Betty.....	Kane	St. Charles
Larson, Elsie F.....	Cook	Austin
McConaughy, Editha Jane.....	Ogle	Rochelle
Richmond, Jean Elnora.....	DeKalb	Waterman
Root, Lily Irene.....	DeKalb....	Sycamore
Selter, Albert	Du Page.....	Downers Grove
Smith, Gladys Louise.....	Ogle	Rochelle
Worcester, Lenore Mary.....	Ogle	Monroe Center

Two-Year Course in Preparation for Teaching of Manual Training.

Baker, William Rice.....	Winnebago	Rockford
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Two-Year Course.

Adams, Hawthorne Devereaux....	Cook	Riverside
Anderson, Clara Louise.....	Kane	Elgin

Name	County	Town
Anderson, Florence Irene.....	DeKalb	Genoa
Anderson, Mabel Christine.....	Kane	Batavia
Bailey, Eloise Virginia.....	Kane	Elgin
Ballard, Ethel Emily.....	Kane	Aurora
Barry, Elizabeth Pauline.....	Jo Daviess	Galena
Bates, Ivy Rose.....	DeKalb	DeKalb
Bemis, Nellie Mae.....	DeKalb	DeKalb
Boswell, L. Louise.....	Livingston	Odell
Bowler, Ella Josephine.....	Ogle	Rochelle
Bradstreet, Alice Butterick.....	DeKalb	DeKalb
Brashears, James Fay.....	(Missouri)	Hannibal
Bristow, Louise Alreca.....	DeKalb	DeKalb
Burke, Anna Loretto.....	Lake	Waukegan
Burke, Louise Mary.....	Lake	Waukegan
Buzzell, Florence Amelia.....	DeKalb	Sycamore
Chaffee, Winifred Mabel.....	Carroll	Milledgeville
Chapman, Herma Lucile.....	DeKalb	DeKalb
*Chapman, Thomas White.....	Boone	Belvidere
Chase, Anna Belle.....	DeKalb	DeKalb
Clark, Bayard Hand.....	DeKalb	DeKalb
Clinch, Mildred Mae.....	Kane	Hampshire
Cummings, Rachel Harriet.....	Winnebago	Rockford
Cunningham, Mary Margaret....	Will	Joliet
De Witt, Bessie Amy.....	Winnebago	Rockford
De Wolf, Blanche Lucile.....	BoBone	Belvidere
Donovan, Agnes Mae.....	DeKalb	DeKalb
Eddy, Josephine Viola.....	Lake	Zion City
Fitzgerald, Edna May.....	(Montana)	Bozeman
Foy, Mary Emma.....	Henry	Geneseo
Fritz, Norma Luverne.....	Whiteside	Rock Falls
Glanville, Rae Myra.....	DeKalb	Sycamore
Halsey, Lydia Pearl.....	Winnebago	Pecatonica
Hayward, Marion Frances.....	(Wisconsin)	Beloit
Heath, Hazel Iva.....	Winnebago	Rockford
Hendricks, Alma	Whiteside	Morrison
Hogan, Irene Cecilia.....	LaSalle	Seneca
Hoy, Mabelle Alice.....	DePage	Naperville
Hull, Vera Edna.....	Kane	Aurora
Jenkins, Walter Lott.....	DeKalb	DeKalb
Johnson, Esther Adina.....	Kane	Wasco
Johnson, Lillie Amanda.....	Will	Joliet
Johnson, Ruby Emma.....	Winnebago	Rockford
Jones, Helen Catherine.....	Ogle	Egan

*Received Diploma for One-Year Post Graduate Course also.

Name	County	Town
Kelley, Maude Gertrude.....	Will	Joliet
Kiester, Alta Mae.....	Boone	Garden Prairie
King, Edna Jeanette.....	DeKalb	Genoa
Koch, Marjorie Booth.....	Tazewell	Pekin
Lascelles, Robert John.....	Boone	Capron
Littlejohn, Carl.....	Shelby	Oconee
Love, Alta Gertrude.....	DeKalb	DeKalb
Lyster, Mabel Eliza.....	Cook	Harvey
McNeil, Bessie Ermyne.....	Whiteside	Rock Falls
Mack, Grace Sarah.....	Ogle	Oregon
Mercer, Mildred Lucile.....	DeKalb	Waterman
Moon, Paul Cyrus	(Arkansas)	DeQueen
Morris, Helen Hortense.....	Ogle	Rochelle
Murray, Evelyn Gertrude.....	DeKalb	DeKalb
Muzzey, Gertrude Esther.....	DeKalb	DeKalb
Neahaus, Mercedes Wyanna.....	Lake	Waukegan
Olsten, Hazel Mae.....	DeKalb	DeKalb
Osborne, Myrta Estelle.....	Winnebago	Rockford
Peterson, Irving Leonard.....	DeKalb	DeKalb
Phelps, Ruth Caroline.....	(Tennessee)	Greenbrier
Postle, Marjorie Linneen.....	(Michigan)	Detroit
Powell, Jennie Alberta.....	Kane	Big Rock
Raue, Ethel Anne.....	McHenry	North Crystal Lake
Riley, Retta V.....	Bureau	Mineral
Roefer, Melita.....	Kane	Elgin
Schmertmann, Anna Lou.....	Stephenson	Freeport
Squire, Pauline Geraldine.....	Stephenson	Cedarville
Stanley, Florence Mabel.....	Carroll	Savanna
Smith, Ida Ruth.....	(Minnesota)	Minneapolis
Taylor, Ruth Arine.....	Kane.....	Elgin
Thomas, Lucy	Will	Joliet
Tiffany, Daisy Anne.....	(Missouri)	Clinton
Tindall, Laura Anna.....	DeKalb	DeKalb
Toenniges, Frederica Josephine..	DeKalb	DeKalb
Vandewalker, Nora Eldora.....	Boone	Belvidere
Wagley, Florence Ruth.....	DeKalb	DeKalb
Weter, Grace Luella.....	McHenry	Hebron
Wiley, Dale Winifred.....	Jo Daviess	Warren
Williams, Grace Dorothy.....	Winnebago	Rockford
Willrett, Charlotte Harriet.....	DeKalb	Malta
Wilson, Emily Steele.....	Cook	Elgin
Wood, Matie Melvina	Rock Island	Milan
Wright, Esther Sarah.....	DeKalb	Malta

Name	County	Town
Wright, Mary Grace	DeKalb	Rollo
Sheap, Harriet	Lee	Franklin Grove

Three-Year Course.

Anderson, William Wilson.....	Bureau	Ohio
Aurner, Edith Vesta.....	DeKalb	Kingston
Cramer, Bertha May.....	Carroll	Mt. Carroll
Doyle, Margaret Evelyn.....	Will	Manhattan
Forsberg, Lillian Sophia.....	Winnebago	Roscoe
Hartman, Nellie.....	Winnebago	Davis
Light, Edith....	Ogle	Leaf River
Miller, Neva Birdena.....	Stephenson	Davis
Minssen, Herman Frederick.....	Whiteside	Sterling
Moore, Lillian Elizabeth.....	Cook	Oak Park
O'Brien, Paul Thomas.....	Kane	Maple Park
Pegg, Edythe Martha.....	Ogle	Creston
Sullivan, Teresa	(Minnesota)	Minneapolis
Tiffany, Deedie	Lake	Antioch
Whitmore, Eugene De Forest.....	DeKalb	DeKalb
Whitten, Jennie Alma.....	DeKalb	DeKalb

Four-Year Classical Course.

Cole, David Samuel..	McHenry	Harvard
Jeanblanc, Ivo Mary.....	Lee	Lee Center

Students in the Two-Year Course in Manual Arts.

Allen, La Fayette.....	Lake	Gray's Lake
Sorenson, Henry Richard.....	DeKalb	DeKalb
Thompson, Joseph W.	Coles	Carlson

Students in the Two-Year Art Course.

Bird, Florence Irene.....	Boone	Belvidere
Bliss, Laura Gertrude.....	Winnebago	Rockford
Fritz, Lila Darlene.....	Whiteside	Rock Falls
Goeche, Hazel Gaynell.....	Kane	Elgin
Kirkpatrick, Mabel Jane.....	DeKalb	Waterman
Mahaffy, Grace.....	DeKalb	DeKalb
Wood, Myrtle Olive.....	DeKalb	DeKalb

Students in the Two-Year Course in Vocal Music.

Brook, Gladys	(Montana)	Bozeman
Fagan, Frances Emily.....	Bureau	Ohio
Murtaugh, Charlotte Anne.....	Bureau	Ohio

Students in the Two-Year Course in Domestic Science.

Allen, Lura Edna	Morgan	Waverly
Alling, Winfred.....	Cook	Morgan Park

Name	County	Town
Bancroft, Ruth Marguerite.....	Ogle..	Polo
Benson, Kathryn.....	Lake	Lake Forest
Benson, Mabel	DeKalb	DeKalb
Endsley, Ethel Frances.....	Winnebago	Rockford
Connell, Lulu Edna.....	Will	Joliet
Ewers, Evelyn	Whiteside	Fenton
Fagan, Marguerite Mary.....	Bureau	Ohio
Gilchrist, Margaret Syvilla	DeKalb	Sandwich
Ives, Esther Lora.....	Winnebago	Pecatonica
Knott, Millie Mary.....	Ogle	Davis Junction
Martin, Nora Mary.....	(Indiana)	Indianapolis
Norton, Freda	DeKalb	Shabbona
Sawyer, Alta Minerva	DeKalb	Shabbona
Scobie, Elizabeth Hutchinson.....	Will	Joliet
Youker, Celestia Amelia.....	Lake	Lake Bluff

Students Who Have Finished More Than One Year in the Two-Year Course.

Bascom, Caroline	Bureau	Wyanet
Benson, Blanche Nellie	DeKalb	Kirkland
Corey, Marion	DeKalb	DeKalb
Davis, Lillian Althea.....	Kane	Batavia
Epling, Susan Adeline.....	Morgan	Waverly
Froelich, Adella May.....	Du Page	West Chicago
Garvin, Sara Zearing.....	Cook	Chicago
Gleason, Nellie Martha.....	DeKalb	DeKalb
McMurry, Kenneth Charles.....	DeKalb	DeKalb
Mullen, Raphael Alphonsus.....	McHenry	Woodstock
Potter, Florence Rose.....	DeKalb	Waterman
Ratliff, Grace Browning.....	Macon	Decatur
Sweet, James William.....	Ogle	Polo
Wright, Harold Grant.....	DeKalb	Rollo

Students Who Have Finished One Year in the Two-Year Course.

Allen, Harriet Ethel.....	Morgan	Waverly
Anderson, Eva	DeKalb	Sycamore
Arnold, Helen	DuPage	Glen Ellyn
Bannister, Phenie	DeKalb	DeKalb
Bell, Eleanor	DeKalb	Kirkland
Bowles, Marjorie	DeKalb	DeKalb
Brooks, Helen Louise.....	Lake	Zion City
Casey, Margaret Florence	Kane	Aurora
Chambers, Lucy W.	Cook	Evanston
Coleman, Frances Alice	Kane	Aurora

Name	County	Town
Coulehan, Mary Theresa.....	Will	Joliet
Dennis, Hazel Ruth	Cook	Harvey
Donnelly, Bessie Genevieve.....	DeKalb	DeKalb
Egan, Mary Catherine	DePage	Elmhurst
Erffmeyer, Ruth Ida.....	Winnebago	Rockford
Fuller, Eleanor	Cook	Oak Park
Gannon, Elvarena Gertrude.....	Kane	Elburn
Gibson, Alice Anetta	Winnebago	Rockford
Guy, Arthur Lincoln	Kane.....	Sugar Grove
Hagie, Ada	Jo Daviess	Elizabeth
Hamilton, Maud Lorena	Bureau	Manlius
Hammond, Helen Harriet	DeKalb	DeKalb
Herrmann, Kathryn Louise	Ogle	Rochelle
Houghtby, Emery Edward.....	DeKalb	Shabbona
Ives, Laura Gertrude.....	Ogle	Byron
Johnson, Elsie Josephine.....	Kane	St. Charles
Jones, Helen Loraine.....	Kane	Elgin
Kumlin, Ruth Mabel.....	Winnebago	Rockford
Lawrence, Bertha May.....	Kane	Burlington
Leonard, Ruth Roberts.....	Ogle	Byron
Lindberg, Elida Elizabeth.....	DeKalb	DeKalb
Lindholm, Ida Helen.....	Kane	Elgin
Lundberg, Bruce Gurler.....	DeKalb	DeKalb
Lynk, Florence.. ..	Will	Manhattan
McDougall, Viva Vae.....	Boone	Belvidere
Matteson, Helen Dorothy.....	DeKalb	DeKalb
Mattocks, Lillian	Cook	Chicago
Miller, Lucile Dorothy.....	Kane	Aurora
Moore, Genevieve Jeanette.....	Cook	Chicago
Mortimer, Hazel Isabel	Lee	Paw Paw
Murphy, Irene Mary	Ogle	Rochelle
Nelson, Clara Louise.....	DeKalb	Sycamore
Nyberg, Edna Matilda.....	Kane	Elgin
Obermann, Florence Marion.....	Kane	Aurora
Parson, Leonard Bradt.....	DeKalb	DeKalb
Peterson, Judith Amelia.....	Winnebago	Rockford
Phelps, Katherine	Kane	Geneva
Plate, Nellie Viola.....	Kane	Elgin
Price, Eva Myrtle	Stephenson.....	McConnell
Quirk, Kathryn Elizabeth	Winnebago	Rockford
Reeder, Ruth Carolyn	DeKalb	DeKalb
Ritchey, Margaret Elizabeth.....	Carroll	Savanna
Robb, Henrietta	McHenry	Marengo
Robinson, Georgia Brights.....	Boone	Belvidere

Name	County	Town
Roland, Erma Hazel.....	DeKalb	DeKalb
Salmon, Ruth Marie.....	Lake	Waukegan
Schatz, Katherine	Cook	Evanston
Schneider, Agatha Caroline.....	Stephenson	Waddams Grove
Schreiber, Adele Alma.....	Henry.....	Geneseo
Scovill, Nellie	Winnebago	Rockford
Sevetson, Florence Naomi.....	Kane	Batavia
Sheehan, Charlotte Agness.....	Bureau	Ohio
Stelford, Norma Katherine.....	Kane	Gilberts
Stevenson, Anna Barbara.....	McHenry	Harvard
Sullivan, Veronica	McHenry	Woodstock
Taylor, Flora May.....	DeKalb	DeKalb
Warner, Eva Lenore.....	DeKalb	DeKalb
Woodrich, Ida Frederica.....	McHenry.. ..	Big Foot Prairie
Wyman, Mary Esther.....	Kane	Elgin

Students Who Have Finished Less Than One Year in the Two-Year Course.

Allen, Frances	Lake	Waukegan
Anderson, Edla	DeKalb	DeKalb
Anderson, Ethel Sarah.....	Kane	Batavia
Berry, Gertrude Adella.....	Cass	Beardstown
Brennan, Mary Johanna	DeKalb	Sycamore
Carey, Florence Frances.....	McHenry	Ringwood
Daugherty, Charlotte Olive.....	DeKalb	DeKalb
Eldridge, James Swan.....	DeKalb	DeKalb
Fehlman, Gertrude Madge.....	Cook	Arlington Heights
Ferrell, Nora Grace.....	DeKalb	DeKalb
Frazier, Lucille Fanny.....	Carroll	Savanna
Freeman, Inez Pauline.....	Henry.....	Geneseo
Gahagan, Genevieve Mary.....	DeKalb	DeKalb
Harry, Ruth Edna.....	Carroll	Savanna
Harter, Ruth Edna.....	DePage	Naperville
Hedstrom, Eleanor	Will	Joliet
Horan, Margaret Irene.....	DeKalb	DeKalb
Johnson, Ruth	Winnebago	Rockford
Jordon, Margaret Anna.....	DeKalb	Hinckley
Kahler, Bernice Marie	Ogle	Rochelle
Kahler, Bessie Agnes.....	Ogle	Rochelle
Klink, Rosa Wilhelmina.....	Kane	Montgomery
Labhart, Ella	Cook.....	Harvey
McLean, Cecilia	Lee	Steward
Mann, Mrs. Martha.....	Kane	Burlington
Marshall, Georgia Ora.....	DeKalb	DeKalb

Name	County	Town
Mowat, Jessie Catherine.....	Kane	Elgin
Penny, Blanche Louise	DeKalb	DeKalb
Peterson, Nettie Cecil.....	Warren	Monmouth
Scheider, Alyce Nora.....	Stephenson	Lena
Schmauss, Edna Alice.....	Winnebago	Rockford
Shafer, William Floyd	DeKalb	DeKalb
Spratt, Lucy Julia.....	Lee	Franklin Grove
Stephens, Marion	DeKalb	Sycamore
Taylor, Hazel Mae.....	Boone	Belvidere
Tengdin, Florence Elvira.....	Will.....	Joliet
Tripp, Phebe May	Kane	Aurora
Walgren, Olive Blanche.....	DeKalb	Cortland
White, Cora Elizabeth.....	McHenry	Woodstock
Willoughby, Lelia Elizabeth.....	Winnebago	Rockford
Woodbury, Eva Elnora.....	DeKalb	Kirkland

Students Who Have Finished More Than Two Years in the Three-Year Course.

Allen, Beulah May	DeKalb.. ..	Waterman
Anderson, Matilda D.	Kendall	Millington
Fowler, Oscar F.....	Stephenson	Lena
Kliber, Elsie	DeKalb	Sycamore
Moses, Florence....	Stephenson	Cedarville
Read, Laura Jane	Kane	Elburn
Sederholm, Gerda Emilia	DeKalb	DeKalb

Students Who Have Finished Two Years in the Three-Year Course.

Ball, Margaret Evelyn.....	Kane	Hampshire
Denker, Jennie	Kane	Wasco
Ferris, Alfred Raymond.....	Bureau	Spring Valley
Munhall, Helen Elizabeth	Kane	St. Charles
Norberg, Arthur Edwin.....	DeKalb	DeKalb
Rossback, Cora Margaret.....	Cook	Oak Park

Students Who Have Finished More Than One Year in the Three-Year Course.

Cappers, Emily	Boone	Belvidere
Doak, Cora M.	(Pennsylvania).....	Murdocksville
Donyes, Jesse Nelson	Winnebago	Durand
Fenton, Mabel Elizabeth.....	Whiteside	Erie
Fossler, Harold Ray.....	Ogle	Adeline
Gibbons, Hazel Joyce	DeKalb	Waterman
Gross, Bessie Lulu	DeKalb	Kingston
Haselton, Leo Guy	Ogle	Kings

Name	County	Town
Kiefer, Nellie Adella	Jo Daviess	Stockton
Reese, Flora Almira	Ogle	Creston
Rowley, Florence Adella.....	Winnebago	Durand
Ward, Myrtle Mildred	Henry	Geneseo
Wetz, Christiana Elizabeth.....	DeKalb	Malta

Students Who Have Finished One Year in the Three-Year Course.

Borger, Roy Henry.....	Stephenson	Ridott
Ekman, Gladys Emma.....	DeKalb	Maple Park
Fuller, Hazel Wert	Cook	Harvey
Hanrie, Laura Mae	DeKalb.....	Maple Park
Hutchinson, Marie	Will.....	Manhattan
Kampmeyer, Eva Viola.....	Kane.....	Elgin
Leutbecher, Louise Marie.....	DeKalb	DeKalb
McGowan, Harriet Rose	Kane	Wasco
O'Brien, Martin Raymond.....	Kane.....	Maple Park
Schwartz, Mabel Katherine	(Iowa) ..	Marcus
Skelley, Elva Mary	DeKalb	Cortland

Students Who Have Finished Less Than One Year in the Three-Year Course.

Adee, Clifford William.....	DeKalb	DeKalb
Benton, Bernice	Kane	Kaneville
Brackett, Marion Jane.....	Kane	Kaneville
Burt, Mary Ada	Carroll	Thompson
Collins, Hazel	DeKalb	Malta
Condon, Agnes, L.	Kane	Aurora
Coomber, Ethel	Stephenson.....	Waddams Grove
Doyle, Loretto Agnes	Kane	Maple Park
Eldridge, Rose	(Iowa)	Des Moines
Gamble, Ada Marie	Jo Daviess	Hanover
Grandjean, Mary Louise	Lee	Compton
Griffin, Earl Frances	Kane	Maple Park
Guenzler, Marie Christine.....	Jo Daviess	Mt. Carroll
Heimerdinger, Rosa Grace.....	Stephenson..	Pearl City
Hills, Gertrude Esther.....	Ogle	Lindenwood
Horan, Jesse Clarence.....	DeKalb.....	Cortland
Hudson, Verta	DeKalb	Shabbona Grove
Johnson, Ethel Victoria	Bureau	De Pue
Larson, Ida Burnetta	Lee	Steward
Larson, Maude Hulda.....	Kane	Elgin
Lewis, Sylvia Susanne.....	Carroll	Thompson
Lindberg, Wendell G.	DeKalb	Malta
Marks, Velma	Jo Daviess	Stockton

Name	County	Town
Meade, Eva Murietta.....	DeKalb	DeKalb
Rippentrop, Minnie Irene	Ogle	Lindenwood
Warner, Grace Norma	Whiteside	Prophetstown

Students Who Have Finished More Than Two Years in the Four-Year
General Course for Graduates of Rural Schools.

Anderson, Earl Stephano	DeKalb	Genoa
Bloom, Carl	DeKalb	DeKalb
McCabe, Sadie	DeKalb	DeKalb
Manning, Nellie Marie	Kane	Gilberts
Sandberg, Charles Siegfred.....	Bureau	Princeton
Thorn, Evaletta	DeKalb	DeKalb
Unwin, Florence	DeKalb	DeKalb
Wachlin, Emma Irene.....	Stephenson	McConnell

Students Who Have Finished Two Years in the Four-Year General
Course for Graduates of Rural Schools.

Clark, James Hugh.....	DeKalb	Kingston
Jeanblanc, Mary Ilene	DeKalb	Sandwich
Klug, Harold Lawrence.....	DuPage	Glen Ellyn
Marks, Clarissa Elizabeth.....	Jo Daviess	Elizabeth
Mennis, Cleo Bernice.....	(Iowa)	Early
Ostergaard, Soren	DeKalb	DeKalb

Students Who Have Finished Less Than Two Years in the Four-Year
General Course for Graduates of Rural Schools.

Brome, Armilda Frances.....	Lake	Libertyville
Griffin, Irene Anastasia	Kane	Maple Park
Gusler, Myron Jacob	Kane	Maple Park
Lindemann, William Hartman....	Stephenson	Red Oak
Mason, Bertha Louise.....	DeKalb	Esmond
Miller, Gertrude Elizabeth.....	Cook	Maywood
Mosher, Gladys Ava.....	DeKalb	Elva
Mosher, Wylda Carrie.....	DeKalb	Elva

Students Who Have Finished One Year in the Four-Year General
Course for Graduates of Rural Schools.

Alsager, Martha	Cook	Chicago
Book, Alberta	Whiteside	Emerson
Braun, Elsie Cathryn	Will	Moneka
Dreyer, Martha Henrietta	Cook	Barrington
Eckhardt, Delorous	Rock Island	Taylor Ridge
Geuther, Lydia Emma.....	Will	Moneka
Hayes, Emma Clara	Ogle	King
Kaluf, John.....	Lake	Antioch

Name	County	Town
McConnell, Lelia Eldora.....	Kane	Burlington
McKenzie, Irene Luella.....	DeKalb	Malta
Mack, Esther Margaret.....	DeKalb	Waterman
Metzger, Marion Isabel.....	Ogle	Holcomb
Plapp, Clara Susan.....	DeKalb	Waterman
Rickermann, Lillian Emma.....	DeKalb	Waterman
Sandman, Emma Bertha.....	Lake	Barrington
Vanderheyden, Nola Viola.....	Jo Daviess	Stockton
Veale, Myrtle Mae.....	DeKalb	Genoa
Wright, Dorothy Evangeline.....	DeKalb	DeKalb

Students Who Have Finished Less Than One Year in the Four-Year
General Course for Graduates of Rural Schools.

Covell, Carrie E.	Whiteside	Prophetstown
Cramer, Carl Clarence.....	Carroll	Mt. Carroll
Damhoff, Le Roy G.....	Carroll	Thompson
Donnelly, Paul Joseph.....	DeKalb	DeKalb
Fowler, Hazel Irene.....	Stephenson	Lena
Gast, Herbert John.....	La Salle	Earlville
Gates, Stella Pansy.....	Jo Daviess	Stockton
Gates, Vivian Irene.....	Ogle	Holcomb
Griffin, Harold Sylvester	Kane	Maple Park
Hamilton, Marcella	Winnebago	Durand
Horn, Ruth Mildred	DeKalb	DeKalb
Keyes, M. Grace.....	DeKalb	DeKalb
Knickrehm, Olga Elizabeth.....	Will	Monroe
Lindberg, Thora Charlotte	DeKalb	Malta
Lucas, Kate	DeKalb	Clare
Newell, Mabel Amanda	Bureau	New Bedford
Rabe, Kathryn Anette	Stephenson	Orangeville
Redmond, Allan.....	DeKalb	McGirr
Robinson, Etta May.....	Henry	Cambridge
Rowlen, Florence Lavinia.....	Cook	Chicago
Toenniges, Frederick.....	DeKalb	DeKalb
Warner, Gladys Irene.....	Whiteside	Prophetstown

Students Who Have Finished More Than Three Years in the Five-Year
Course for Scholarship Pupils and Other Graduates of Country
Schools and for Graduates of the Eighth Grade of
Town Schools.

Benson, Mary	DeKalb	Rollo
Bryan, Mary	DeKalb	Sycamore
Carlson, Axel	DeKalb	DeKalb
Clark, Jessie May.....	DeKalb	Kingston

Name	County	Town
McCarty, Elsie May.....	Winnebago	Rockford
Sawyer, Florence Anne	DeKalb	Shabbona
Stocking, Myrtle	Ogle	Lindenwood
Tyrrell, Florence Alina.....	Jo Daviess	Stockton
Ziegler, Iva May	Kane	Maple Park

Students Who Have Finished Three Years in the Five-Year Course for
Scholarship Pupils and Other Graduates of Country Schools
and for Graduates of the Eighth Grade of Town Schools.

Alstrom, Ruth Viola	DeKalb	DeKalb
Boyce, Ella Martha	DeKalb	DeKalb
Gassman, Walter Charles.....	Stephenson	Lena
Heidenreich, Elsie Bernice.....	Jo Daviess	Woodbine
Littlejohn, Chester Otis	Shelby	Oconee
Sadler, Ione Auzella	Bureau	Neponset
Sadler, Velma Mary	Bureau	Neponset
Thiel, Ruth Martha	Kane	Maple Park
Whitten, Mabel Doris.....	DeKalb	DeKalb

SUMMER SCHOOL STUDENTS.

Adams, Mary Elizabeth	DeKalb	DeKalb
Adams, Neva Hodges	Lee	Sublette
Albright, Anna	Jo Daviess.....	Stockton
Alger, Ada	Winnebago	Durand
Allen, Calla Belle	LaSalle	Marseilles
Allen, Clara Mae	Whiteside	Sterling
Allen, La Fayette	Lake	Grayslake
Allison, Lucile Katherine	Cook	Des Plaines
Allison, Rena Howard	Will	Lockport
Alsager, Marie	Kendall	Newark
Anderson, Esther Olive	Will	Lockport
Anders n, Matilda D.	Kendall	Millington
Anderson, Mildred Mary	Bureau	Princeton
Anderson, Reta June	Cook	Harvey
Anderson, William	Bureau	Ohio
Andrew, Hazel Adeline	Winnebago	Rockford
Andrews, Dorothy Ophia	Bureau	Walnut
Andrews, Jeanette Anne	McHenry	Harvard
Andrews, Madeline Adessa	Bureau	Walnut
Andrews, Mildred Ruth	Winnebago	Rockford
Ank, Marie	Carroll	Mt. Carroll
Antcliff, May Belle	McHenry	Richmond
Arnold, Lola Charity	Jo Daviess	Stockton
Atkinson, Sarah Helen	DeKalb	DeKalb

Name	County	Town
Augenstein, Lillian Edith	Cook	Barrington
Bahr, Alice May	DeKalb	DeKalb
Baird, Daisy Corinne	LaSalle	Earlville
Baker, Ina May	Winnebago	Rockford
Baker, William Rice	Winnebago	Rockford
Baldwin, Helen	DeKalb	DeKalb
Bane, Nellie May	LaSalle	Dana
Banks, Rachel Almira	Winnebago	Rockford
Barrett, Lillian Rose	Stephenson	Freeport
Barrett, Margaret	Will	Joliet
Barron, Louese	DeKalb	Sycamore
Barron, Mary Russel	DeKalb	Sycamore
Barry, Elizabeth Pauline	Jo Daviess	Galena
Bartholomew, Myrtle Marie.....	Winnebago	Rockford
Bartlett, Mary E.	Cook	Chicago
Baruffi, Rosa Marie	Bureau	Dalzell
Bascom, Caroline E.	Bureau	Wyanet
Bastian, Anna Mary	Whiteside	Fulton
Bates, Ivy Rose	DeKalb	DeKalb
Becker, Edna Minerva	Ogle	Oregon
Beiler, Ruth Emma	DeKalb	Waterman
Bennett, Dora Lillian	Kane	Dundee
Benson, Harvey J	DeKalb	DeKalb
Benson, Mabel	DeKalb	DeKalb
Benson, Mary	DeKalb	Rollo
Betz, Nina Margaret	DeKalb	Somonauk
Bibbins, Harriet Almira	Kendall	Newark
Bird, Olive Ruth	Boone	Belvidere
Birkland, Martha Christine	Kendall	Newark
Blair, Grace Anne	Grundy	Morris
Bloomington, Allie Alma	DeKalb	Shabbona Grove
Bloomington, Paul Harold	DeKalb	Shabbona Grove
Bock, Edna Mary	Will	Joliet
Bollinger, Rachel Marie	Jo Daviess	Stockton
Boodel, Regina Annette	McHenry	Harvard
Boom, Sara Lorenta.....	Winnebago	Rockford
Bourkland, Beda Marie	Cook	Barrington
Bowler, Ella J.	Ogle	Rochelle
Bowles, Mrs. Clara	DeKalb	DeKalb
Bowles, Marjorie Webster	DeKalb	DeKalb
Boyce, Ella Martha	DeKalb	DeKalb
Boyle, Marguerite	DeKalb	Sycamore
Bradstreet, Alice Butterick	DeKalb	DeKalb

Name	County	Town
Bradt, Elizabeth	DeKalb	DeKalb
Bradt, Marion	DeKalb	DeKalb
Brand, Mrs. Eva Retta	Lake	Waukegan
Braninck, Grace Mary	Winnebago	Roscoe
Brashaw, Lizzie Agnes	Jo Daviess	Woodbine
Brayton, Minnie Irene	Will	Joliet
Breckenridge, Nettie Grace	Winnebago	Rockford
Brickler, Gertrude Anna.....	Kane	Geneva
Brogan, Marie Bright	LaSalle	Streator
Brophy, Mary Irenita	LaSalle	Streator
Brown, Mabel Elizabeth	LaSalle	Mendota
Browne, Eva Celestine	Lake	Waukegan
Bruce, Zora Dora	Boone	Belvidere
Bruse, Edna Lavina	DuPage	West Chicago
Brundage, Bessie Belle	Kane	Geneva
Brundage, Rilla Louise	DeKalb	Somonauk
Brydon, Olive Sevilla	Winnebago	Rockton
Buck, Helen Lulu	Ogle	Polo
Burkhart, Edith Zell	Kendall	Oswego
Burnell, Mabel Hannah	Bureau	Spring Valley
Burns, Margaret	Kankakee	Kankakee
Buschmann, Millie	DuPage	Downers Grove
Bushnell, Nellie	Kane	Aurora
Button, Harriet Jane	McHenry	Hebron
Byrne, Celia Sarah	Lee	Harmon
Cahenzli, Ursela	Cook	Chicago
Cahill, Jo Daviess	Jo Daviess.....	Stockton
Cameron, Mary Caroline	Kane	Carpentersville
Cappers, Ruth Emily	Boone	Belvidere
Carey, Florence	McHenry	Ringwood
Carlson, Axel	DeKalb	DeKalb
Carlson, Helen	Kendall.....	Oswego
Carolan, Florence Carolyn	Lake	Deerfield
Carson, Alice Immentrude	Winnebago	Seward
Carter, Grace Anne	LaSalle	Streator
Carter, Nora A.	DeKalb	DeKalb
Caton, Miriam E.	Kane.....	Aurora
Celander, Esther Aurelia	Henry.. ..	Kewanee
Chaffee, Winifred Mabel	Carroll	Milledgeville
Chamberlain, Margaret Davis ..	Will.....	Lockport
Chapman, Lucile	DeKalb	DeKalb
Chapman, Thomas	Boone.....	Belvidere
Christian, Cora C.	DeKalb	Sycamore

Name	County	Town
Clark, Bessie	DeKalb	Hinckley
Clark, Jane Emelyn	LaSalle	Mendota
Clark, Helen Honore	Lee	Dixon
Clark, Jessie May	DeKalb	DeKalb
Claxton, Pearl Iva	McHenry....	McHenry
Clevidence, Geneva Flossie	Carroll	Mt. Carroll
Cliff, Mabel Irene	Jo Daviess	Hanover
Clinch, Mildred Mae	Kane.....	Hampshire
Cline, Mary	LaSalle.....	LaSalle
Cofey, Mary Margaret	DeKalb..	Kingston
Cole, Maud Ida	Winnebago	Rockford
Collings, E. Dell	Bureau	Spring Valley
Collins, Edna Louise	Winnebago..	Rockford
Collis, Maggie Belle	Henry	Geneseo
Condon, Agnes	Kane	Aurora
Condon, Loretto Marie	Winnebago	Rockford
Confrey, J. Burton	LaSalle	LaSalle
Confrey, Gus	LaSalle	LaSalle
Conley, Rose Ella	Grundy..	Morris
Cook, Vinnie Amelia	Marion	Hannibal
Coon, Marjorie	Kane	Aurora
Corey, Marion Julia	DeKalb	DeKalb
Corson, Irene Marguerite	DeKalb	Genoa
Cowan, Annabel Nancy	Cook	Chicago
Cresse, Pauline Ruby.....	Will	Elwood
Crosby, Bernice Louise	DeKalb	Hinckley
Crosby, Elva Alpha	DeKalb	Hinckley
Cross, Cecil Nellie	Ogle	Oregon
Cross, Charlotte Pearl	Lee	Ashton
Cross, May	DeKalb	Kingston
Crow, Monta Jane	Lake	Zion City
Cummings, Rachel Harriett	Winnebago	Rockford
Cunningham, Margaret Mary ..	Will	Joliet
Currier, Mary Lenore	Henry	Kewanee
Curtiss, Ada May	McHenry	Marengo
Dadds, Mayte Elizabeth	DeKalb	DeKalb
Daley, Mary Margaret	Lake.....	Wauconda
Darby, Edith Belle	Lake	Grayslake
Darling, Phillip Hiram	Rock Island	Rock Island
Davy, Marjorie Dorothy	DeKalb	DeKalb
Dawson, Florence Genevieve	Whiteside	Deer Grove
Day Alice Louise	(Massachusetts)	Worcester
Dearduff, Margaret Irene	DeKalb	Genoa

Name	County	Town
Delancy, Edmund Seeley	Kendall	Yorkville
Delhay, Josephine Phyllis	Lake	Highland Park
Dennis, Stella Louise	DeKalb	Sandwich
Devine, Frances Isabelle	Will	Joliet
De Voe, Phyllis	Stephenson	Freeport
Diedrich, Anna	DeKalb	DeKalb
Diestelmeier, Hulda Martha	Stephenson	Kent
Dlott, Rebecca	DeKalb	DeKalb
Dole, Mildred Mary	LaSalle	Earlville
Donagh, Hazel Elaine	Ogle	Rochelle
Donagh, Marguerite	Ogle	Rochelle
Donaldson, Marie Evelyn	DeKalb	DeKalb
Donnelly, Bessie	DeKalb	DeKalb
Donnelly, Paul	DeKalb	DeKalb
Donovan, Mae	DeKalb	DeKalb
Donyes, Jesse Nelson	Winnebago	Durand
Doyle, Alice Josephine	Jo Daviess	Stockton
Driscoll, Evelyn Marie	Ogle	Chana
Driscoll, Mary	Kendall	Bristol
Duffy, Mrs. Catherine	DeKalb	DeKalb
Eaton, Laura Vivian	Carroll	Mt. Carroll
Eckhoff, Emma Frederika	Bureau	Buda
Eddy, Blanche	Lake	Zion City
Ehlers, Erna Rosine	DuPage	Bensonville
Ehrhart, Frances Wilhelmina	DuPage	Naperville
Eickman, Della Mae	Winnebago	Seward
Eilers, Florence Marie	Cook	Barrington
Eitelgeorge, Hilda	Kane	Aurora
Ekman, Marion Alice	Kane	Maple Park
Eldridge, James	DeKalb	DeKalb
Ely Eva Selina	Ogle	Oregon
Engel, Helon Dale	Kane	Burlington
Engelbrecht, Wilhelmina Octavia	Lake	Libertyville
England, Blanche	McHenry	North Crystal Lake
Erickson, Ethel	DeKalb	DeKalb
Ewers, Myrtle Goldie	Whiteside	Morrison
Fahrion, Katherine Louisa	Jo Daviess	Elizabeth
Fairchild, Gladys Marie	Lee	Compton
Farnsworth, Inez Selina	DeKalb	DeKalb
Farquheuson, Marguerite Rose	Cook	Chicago
Farrell, James Richard	Will	Lockport
Feehan, Margaret Helen	La Salle	Ottawa
Feik, Roy W.	DuPage	Naperville
Felton, Emily Clair	Lake	Crown Point

Name	County	Town
Fenton, Mabel Durell	Whiteside.....	Erie
Ferrari, Mary	Bureau	Ladd
Ferrell, Nora....	DeKalb	DeKalb
Ferris, Raymond	Bureau	Spring Valley
Fischer, Lucy Caroline	DuPage	Bensenville
Fisher, Irene	Bureau	Sheffield
Fitzgerald, Hazel Anne	DeKalb	Malta
Fitzpatrick, Kathryn Margaret ..	Winnebago	Seward
Forrester, Grace Ione	Bureau	Depue
Forsberg, Anna Louise	Rock Island	Rock Island
Forsberg, Lillian	Winnebago	Rockford
Forster, Theresa Marie	Whiteside	Sterling
Fössler, Harold Ray	(Iowa)	Williamsburg
Fowler, Oscar	Stephenson	Lena
Fox, Margaret Bertha ..	Kane	Hampshire
Foy, Mary Emma	Henry	Geneseo
Frankland, Josie Hilda	Jo Daviess	East Dubuque
Frazier, Fanny Lucile	Carroll	Savanna
Frederick, Leo	DeKalb	Kirkland
Fritz, Agnes Kristine	Kendall	Newark
Fritz, Norma Luverne	Whiteside	Rock Falls
Fugate, Nellie Blanche	Kendall	Oswego
Fuller, Frances Ione	DeKalb	Waterman
Funk, Helen Lorane	Putnam	Magnolia
Gage, Helen Janet	Kane	Elgin
Gahagan, Celia	DeKalb	DeKalb
Gahagan, Genevieve	DeKalb	DeKalb
Garritty, Alice Josephine	Bureau	Spring Valley
Gassman, Walter Charles	Stephenson	Erie
Gastfield, Aurelia M.	Lake	Deerfield
Gates, Nora Irene	Jo Daviess....	Stockton
Germann, Evelyn Genevieve	DuPage	Naperville
Gibbons, Hazel J.	DeKalb	Waterman
Gilchrist Margaret	DeKalb	Sandwich
Gillan, Alice Elizabeth ...	Lake	Waukegan
Ginsburg, Lizzie	Bureau	Ohio
Glanville, Rae	DeKalb	Sycamore
Gleason, Marguerite Iva	Kendall	Minooka
Glidden, Doris	DeKalb	DeKalb
Gochenour, Ruth Susie	DeKalb	DeKalb
Goebel, Ruth	LaSalle	Streator
Goodell, Mira	Whiteside	Rock Falls
Gordon, Rose	Lake	Waukegan
Gouse, Myrtle Amanda	Jo Daviess	Elizabeth

Name	County	Town
Graves Anna Louise	Kane	Aurora
Gray, Mabel Ellen	Whiteside.....	Tampico
Green, Perditta Richwood ..	DeKalb	Somonauk
Gregersen, Florence Georgina	Cook	Chicago
Griffith, Ora Fern	Lee	Ashton
Groh, Nellie Merie	Rork Island	Port Byron
Guerrine, Lena Ernestine	Bureau.....	Ladd
Gunn, Margaret Jane	Lake	Lake Forest
Haase, Alma Beake.....	Lake.....	Grayslake
Hagan, Marjorie Hazel ..	McHenry	Harvard
Haines, Anna Estelle	Lake	Gurnee
Haines, Mary Ethel	Lake	Gurnee
Halloran, Ethel Mae	DeKalb	DeKalb
Halsey, Lydia Pearl	Winnebago	Pecatonica
Halton, Margaret Mary	LaSalle.....	Seneca
Hammond, Doris Josie	McHenry	Harvard
Hanmer, Mary Frances	Kane	St. Charles
Happold, Regina Anna	Putnam	McNabb
Hardie, Racheal Agnes	Winnebago.....	Rockford
Harris, Mary Lucretia	Stephenson	Lena
Harrison, Frona Lenore	Carroll	Milledgeville
Harry, Edna B.	Carroll..	Savanna
Hartman, Mrs. Anna Seaman	DeKalb	Sycamore
Haydon, Lillian Ellsworth	DeKalb	DeKalb
Healy, Laura Mae	Kane	Hampshire
Heath, Ruth Eldora	DeKalb	DeKalb
Hecker, Hermina Marie	Lee	Amboy
Hedstrom, Eleanor	Will	Joliet
Helme, Helen Mildred	Winnebago	Rockford
Hemenway, Blanche	DeKalb	Genoa
Hemenway, Elma Louise	DeKalb	Genoa
Hewes, Ella Isabelle	Will	Crete
Hickcox, Lela May	(Wisconsin)	Spring Green
Hiland, Grace Edith	DeKalb	DeKalb
Hiland, O. Tomina	Lee	Steward
Hill, Bertha Belle	Bureau	Marquette
Hoff, Mary Ethel	Rock Island	Cordova
Hogan, Irene C.	LaSalle.....	Seneca
Holden, Myrtle Carrie	Winnebago	Rockford
Hollem, Ruth Marie	Winnebago	Rockford
Holliston, Edith May	LaSalle	Mendota
Holmes, Ellen Caroline	Winnebago	Roscoe
Hopkins, Mae Florence.....	DeKalb	Sycamore
Howell, Vivian Dora	McHenry	Woodstock

Name	County	Town
Howland, Viola May	Whiteside	Tampico
Hoy, Elsie Louise	DuPage	Naperville
Hoy, Mabelle Alice	DuPage	Naperville
Huffman, Mabel Clare	Marshall	Henry
Hummel, Lucile	DeKalb	Sandwich
Hyland, Amelia Frances	Will	Lockport
Iverson, Anna Margarette	(North Dakota)	Englevale
Ives, Laura Gertrude	Ogle	Byron
Jackson, Ruth May	McHenry	Spring Grove
James, Edna Altha	Winnebago	Rockford
Jamison, Mary Edith	Whiteside	Sterling
Jamison, Laura	Whiteside	Sterling
Jeanblanc, Ivo Mary	Lee	Lee Center
Jenkins, Margaret Helen	LaSalle	LaSalle
Johnson, Elsie Josephine	Kane	St. Charles
Johnson, Irma Georgia	LaSalle	Leland
Johnson, Mabel Edna	Rock Island	Taylor Ridge
Johnson, Magda Augusta	Lake	Waukegan
Johnson, Olga Marie	DeKalb	Sandwich
Johnson, Ruby Emma	Winnebago	Rockford
Johnson, Ruth Adelaide	Winnebago	Rockford
Johnson, Ruth Marie	Lake	Waukegan
Jones, Eva Emily	DeKalb	Kirkland
Jones, Harriet Irene	DuPage	Downers Grove
Jordon, Beatrice Mae	LaSalle	Streator
Jurgens, Helsie Elsie	Carroll	Savanna
Kahler, Bernice Marie	Ogle	Rochelle
Kahler, Agnes Bessie	Ogle	Rochelle
Kane, Jennie Josephine	Bureau	Sheffield
Kane, Nellie Veronica	Bureau	Sheffield
Keagle, Margaret Helen	Ogle	Polo
Keefer, Marie Viola	Whiteside	Sterling
Kerr, Fanny	Vermillion	Rossville
Kersten, Ada Elizabeth	Lee	Ashton
Kerwin, Frances Kathryn	DeKalb	Malta
Kiehle, Alice	Lake	Waukegan
Killion, Clara Leona	Stephenson	Freeport
Kirkpatrick, Mabel Jane	DeKalb	Waterman
Kissinger, Beth Alberta	Stark	Bradford
Klapprodt, Clara Ernestine	Lee	Amboy
Klontz, Emerson Carlyle	Kane	Maple Park
Klug, Harold Lawrence	DuPage	Glen Ellyn
Knutson, Lyda Caroline	McHenry	Alden
Koos, Elsa Mary	Kendall	Yorkville

Name	County	Town
Krug, Estella Elizabeth	Lee.. ..	Ashton
Kull, Marguerite Serena	(Texas)....	El Paso
Kumlin, Ruth Mabel	Winnebago	Rockford
La Chapelle, Muriel Madelene ...	Lake	Waukegan
Landeau, Iva May	LaSalle	Mendota
Lansden, Isabelle Sheadle	Ogle	Rochelle
Larson, Aleda G.	Kane	Aurora
Larson, Elsie F.	Cook	Austin
Larson, Eva Pearle	DeKalb	DeKalb
Lawlor, Anna Agatha	DeKalb	Cortland
Lawrenz, Olga Anke	Cook.....	Chicago
Lawrenz, Rosa Caroline	Cook	Riverdale
Leonard, Hazel Calvarus	Winnebago	Rockford
Leutbecker, Louise Marie	DeKalb	DeKalb
Lewis, Kathryn Jane	Kane	Elburn
Lichty, Iva June	Carroll	Janark
Light, Edith	Ogle	Leaf River
Lilly, Ada Ellen	Winnebago.....	Durand
Lindberg, Elida Elizabeth	DeKalb	DeKalb
Lindbergh, Elsie	DeKalb	DeKalb
Lindblade, Amy Caroline	Winnebago	Rockford
Lindsey, Hattie Belle	Lake	Waukegan
Littlejohn, Carl	Shelby.....	Oconee
Lowe, Florence Willa	LaSalle	Streator
Ludwig, Hazel Ella	DeKalb.....	Kingston
Luofbourran, Thelma Gertrude ...	Grundy	Minooka
MacDonald, Janet	Bureau	Dalzell
McBroom, Ruth Laird	Kankakee	Kankakee
McCabe, Nellie ..	Kendall	Plano
McCabe, Sadie M.	DeKalb	DeKalb
McCarty, Elsie Mae	Winnebago	Rockford
McClusky, Margaret	Boone	Capron
McCormick, Nora Isabel	Whiteside....	Sterling
McDonald, Gertrude	LaSalle	Streator
McGinnis, Irene	DeKalb	Shabbona
McGinnis, Mary Elizabeth	LaSalle	Ottawa
McKean, Eva Margaret	Carroll	Milledgeville
McKenna, Catherine Lucile	Will	Plainfield
McKenzie, Marion Minerva	Whiteside	Sterling
McMahan, Christena Esther	Lake	Waukegan
McMenamin, Mary Gertrude	DeKalb	McGirr
McNeil, Bessie Eymynne	Whiteside	Rock Falls
McPherson, Cecil Pearl	Ogle	Haldane
McPherson, Roy Hudson	Ogle	Haldane

Name	County	Town
Maakestad, Mertie Alice	Lee	Lee
Mack, Helen Royce	DuPage	Wheaton
Mahood, Dollie	Carroll	Mt. Carroll
Manning, Ferne Gladys	Lee	Dixon
Marble, Mildred Ethel	McHenry	Woodstock
Marshall, Georgia Ora	DeKalb	DeKalb
Marshall, Ruth Elizabeth	DeKalb	Kirkland
Mason, Bessie Elen	Carroll	Lanark
Masters, Blanche Leona	Stephenson	Lena
Matteson, Helen Dorothy	DeKalb	DeKalb
Matthewson, Norma Naomi	DeKalb	DeKalb
Merritt, Anna Frances	LaSalle	Mendota
Metz, Mabelle Drusilla	Will	Elwood
Mewhirter, Alice Maude	Kendall	Yorkville
Millea, Jane Elizabeth	(Massachusetts)	Worcester
Miles, James Kennedy	Kane	Elburn
Miller, Edith Louisa	Lee	Dixon
Miller, Lucile D.	Kane	Aurora
Miller, Emily Lydia	Cook	Chicago
Miner, Vesta Utolia	Livingston	Cornell
Minssen, Herman	Whiteside	Sterling
Mitchell, Ora Enola	Will	Joliet
Moon, Paul Cyrus	DeKalb	DeKalb
Moran, Mary Elizabeth	LaSalle	LaSalle
Morris, Helen Hortense	Ogle	Rochelle
Morrissey, Frances Etta	Will	Joliet
Morrissey, Francis Joseph	Lee	Amboy
Morrissey, Edward James	Lee	Harmon
Morton, Mary Elizabeth	Kane	Elgin
Mullen, Raphael Alphonsus	McHenry	Woodstock
Munson, Ida A.	(Wisconsin)	Beloit
Murphy, Anna Veronica	Cook	Summit
Murphy, Bessie Anne	Winnebago	Seward
Murray, Evelyn Gertrude	DeKalb	DeKalb
Myers, Merle Alice	Kane	Hampshire
Nash, Olive Irene	Jo Daviess	Stockton
Neahaus, Mercedes	Cook	North Chicago
Neddermeyer, Bertha	DuPage	Wheaton
Neilson, Mrs. Margaret Boyce	Lake	Zion City
Nelson, Clara Melissa	Lake	Antioch
Nelson, Fae Blanche	Carroll	Mt. Carroll
Nelson, Minnie Augusta	DeKalb	DeKalb
Nelson, Meta Gertrude	DeKalb	Hinckley
Nelson, Ruby Louise	Henry	Kewanee

Name	County	Town
Newman, Orise Melvina	Kane	Aurora
Ney, Nora Bernice	DeKalb	DeKalb
Nihan, Maizie Lagora	McHenry	Woodstock
Norris, Fannie Violet	DeKalb	DeKalb
Nordin, Gertrude Matilda	Cook	LaGrange
Nowe, Helen Olive	DeKalb	Lee
Oakes, Jennie Myrtle	Lee	Lee Center
Obermann, Florence Marion	Kane	Aurora
O'Brien, Gertrude Evelyn	Will	Lockport
Oderkirk, Nellie Gladys	Lee	Compton
Oettinger, Florence Henrietta	LaSalle	Mendota
Okey, Caroline Maude	Henry	Kewanee
O'Malley, Mary Evelyn	Kane	Maple Park
Opheim, Hilda Marie	Whiteside	Fulton
Osborn, Gladys Rose	Bureau	Buda
Osborn, William Franklin	Winnebago	Rockford
Osborne, Myrta	Winnebago	Rockford
Ostergaard, Soren	DeKalb	DeKalb
Oswood, Mabel Cedelia	Grundy	Morris
Otterstrom, Ruth Edith	Will	Lockport
Paddock, Mary Ella	Lake	Antioch
Pakan, Olga	Cook	Chicago
Palmer, Mildred Euphenia	McHenry	Woodstock
Pasley, Adah	DeKalb	DeKalb
Patschul, Theresa	Cook	Chicago
Patterson, Cornelia Snock	Kane	Aurora
Patterson, Fannie Ruth	DeKalb	Hinckley
Pearson, Esther Elizabeth	Winnebago	Roscoe
Peebles, Edith Austin	DeKalb	DeKalb
Perry, Tressie May	McHenry	Hebron
Peters, Evelyn Elizabeth	McHenry	Harvard
Peters, Isaac Lee	LaSalle	Streator
Peters, Hazel May	Putnam	Hennepin
Peterson, Alfrieda Augusta	Winnebago	Rockford
Peterson, Alma	DeKalb	DeKalb
Peterson, Anna Josie	DeKalb	Kirkland
Peterson, Irving	DeKalb	DeKalb
Phelan, Anna Louise	LaSalle	Ottawa
Phelps, Katherine	Kane	Geneva
Phillips, Edith M.	Kane	Elgin
Phillips, Esther Mildred	Bureau	Spring Valley
Phillips, Sedelia Julia	Bureau	Spring Valley
Piper, Olive Maida	Ogle	Byron
Pitt, Anna Dorothy	Cook	Des Plaines

Name	County	Town
Pletsch, Anna Elizabeth	Putnam	McNabb
Powell, Hazel Ann	DeKalb	Somonauk
Preston, Geneva M.	Bureau	Buda
Priebs, Fred J.	(Indiana)	Hammond
Priddy, Laura Josephine	Will	Symerton
Pritchard, Roselein Edna	DeKalb	Hinckley
Purcell, Mary	Cook	Chicago
Quinn, Grace Lillian	Kane	Batavia
Race, Myrtle F.	Cook	Chicago
Randall, Hettie Mae	McHenry	Hebron
Ratliff, Grace Browning	Macon	Decatur
Rau, Ethel Anne	McHenry	North Crystal Lake
Real, Julia Magdelene	Stark	Bradford
Reese, Flora A.	Ogle	Creston
Reichelt, Ruth	Lake	Deerfield
Reiterman, Ethel	Cook	Austin
Reitz, Frank John	Marshall	Toluca
Renn, Hazel Pyrlle	DeKalb	Geneva
Reynolds, Myrtle Luella	Ogle	Rochelle
Richardson, Ruth Belle	McHenry	Hebron
Riley, Kathryn Clare	DeKalb	Malta
Riley, Retta Viola	Bureau	Mineral
Roach, Adell	LaSalle	Troy Grove
Roach, Esther Mae	LaSalle	Troy Grove
Robertson, Anna Christiana	Whiteside	Morrison
Robinson, Ethelyn Clyde	LaSalle	LaSalle
Robinson, Ruth	Bureau	Princeton
Roesch, Kathryn Christina	Putnam	McNabb
Ronan, Gertrude Frances	DeKalb	DeKalb
Rood, Mildred Gane	DuPage	Wheaton
Roose, Ethel	DeKalb	Sycamore
Rosenkrans, Mabel	Lee	Paw Paw
Rosenquist, Effie Adeline	Winnebago	Rockford
Rossback, Cora Margaret	Cook	Oak Park
Round, George A.	Whiteside	Lyndon
Rowan, Helen	DeKalb	DeKalb
Rowley, Pearl Doris	DeKalb	Sycamore
Ryan, Katherine Marion	Jo Daviess	Galena
Sagar, Anna Ellen	Boone	Belvidere
Sall, Esther Edna Louise	Winnebago	Rockford
Sanberg, Anna J.	Kane	Batavia
Satre, Ella Margarette	Winnebago	Rockford
Sawyer, Edith Teoletta	DeKalb	Shabbona
Schiffler, Ruth Emma	Lee	Franklin Grove

Name	County	Town
Schwitters, Amelia Alice	Whiteside	Prophetstown
Schwitters, Carrie Mabel	Whiteside	Prophetstown
Scott, Murray	Will	Braidwood
Scott, Myrtle Ethel	DeKalb	Hinckley
Scovill, Nellie Preston	Winnebago	Rockford
Sederholm, Gerda Emilia	DeKalb	DeKalb
Sells, Hazel Minna	Lake	Waukegan
Senneff, Neva Mildred	Whiteside	Sterling
Sevetson, Florence Naomi	Kane.....	Batavia
Shafer, Floyd	DeKalb	DeKalb
Shafer, Grace	DeKalb	DeKalb
Shapland, Marian B.	Woodford	Minonk
Shattuck, Bernice	Boone	Belvidere
Sheap, Harriet	Lee	Franklin Grove
Sherwood, Golda	DeKalb	Malta
Shoemaker, Ethel Mildred	Lee	Amboy
Simmons, Vida Rose	LaSalle	Marseilles
Simpson, Jessie Lillian	Lake	North Chicago
Skiles, Ida Viola	LaSalle	Mendota
Sleezer, Ethel Mildred	Kendall	Bristol
Smart, Cora Edna	DuPage	Downers Grove
Smart, Grace May	DuPage	Downers Grove
Smart, Pauline Carrie	Lake	Antioch
Smith, Alta Katherine	Cook	Barrington
Smith, Bess Marie	Carroll	Savanna
Smith, Eleanor Graham	Winnebago	Rockford
Smith, Ethel Christina ..	Whiteside	Tampico
Smith, Willa Gertrude	(Missouri)	Hannibal
Smith, Gladys Louise	Lee	Steward
Smith, Ida	Stephenson	Cedarville
Smith, Mabel Mary	Carroll	Savanna
Smith, Margaret Woodward	DeKalb	DeKalb
Smith, Nelle Gertrude	Bureau	DePue
Smith, Ruby Inez.....	Henry.....	Cambridge
Snell, Florence Elizabeth	Cook	Chicago
Spencer, Harold Finley	Lake	Wauconda
Spencer, Ollie Virginia	Putnam	Magnolia
Solberg, Olga Elina	LaSalle	Seneca
Sophy, Zoe Mary	Cook	Chicago
Sorenson, F. R.	DeKalb	DeKalb
Southwell, Marie Catherine	Lee	Dixon
Sowerby, Jennie Elizabeth	Jo Daviess	Warren
Stangor, Lillie June	Cook	Arlington Heights
Stanley, Florence	Kane	Aurora

Name	County	Town
Stauffer, Alvena Hazel	Bureau	Tiskilwa
Stinson, Bessie Esther	Ogle	Stillman Valley
Stobs, Marguerite Belle	Kane	Elgin
Suhler, Stella Hazel	Kendall	Oswego
Stene, Randa	Kane	Elgin
Swartz, Lottie Mae	Bureau	Princeton
Sweeney, Catherine Joanna	Kendall	Newark
Sweeney, Mary Lucile	Bureau	Spring Valley
Switzer, Viola Mildred	Carroll	Mt. Carroll
Talbot, Irene Rose	Cook	Des Plaines
Taylor, Hazel Mae	Boone	Belvidere
Taylor, Ruth Arine	Kane	Elgin
Ten Eyck, Pearl Evelyn	Kane	Aurora
Tengdin, Florence	Will	Joliet
Thompson, Alice	DeKalb	Shabbona Grove
Thompson, Charlotte Allouise	LaSalle	LaSalle
Thompson, J. W.	Coles	Charleston
Thompson, Marjarey Ruth	DeKalb	DeKalb
Thorpe, Mildred	Ogle	Polo
Thorsen, Clara	Lake	Waukegan
Tiffany, Deedie	Lake	Antioch
Tiffy, Daisy A.	(Missouri)	Clinton
Tillotson, Hilda Catherine	Will	Crete
Tragordh, Esther Annetta	Bureau	Princeton
Tuite, Margaret	Winnebago	Rockford
Tredennick, Nellie Ada	Grundy	Mazon
Turner, Stella Mae	LaSalle	Streator
Tuttle, Amber Maria	Cook	Barrington
Van Dresser, Myrtle Edna	DeKalb	Genoa
Van Horn, Grace E.	Cook	Palatine
Veld, Cornelia	Cook	South Holland
Von Ohlen, Alice Mary	DeKalb	Somonauk
Von Ohlen, Ila Rae	LaSalle	Leland
Wade, Hetty E.	Whiteside	Morrison
Wagner, Dora Minnie	Carroll	Savanna
Wagner, Ida	Bureau	Spring Valley
Wagner, Marie Agnes	Jo Daviess	Warren
Walgren, Olive Blanche	DeKalb	Cortland
Walls, Frances Helen	Ogle	Rochelle
Walrod, Jennie	DeKalb	Sycamore
Ward, Elfie Pearl	DeKalb	DeKalb
Warner, Lenore Eva	DeKalb	DeKalb
Warman, Bertha Mae	Kane	Aurora
Webber, Hazel Naomi	Lee	Compton

Name	County	Town
Weber, Alice Nettie Dora.....	Cook	Dolton
Wedekind, Rena Louise	Lake	Zion City
Welch, Jennie Elizabeth	Lake	Russell
Weldon, Berneice Elizabeth	Winnebago	Rockford
Westwood, Susie Marion	LaSalle	Streator
Weter, Grace Luella	McHenry	Hebron
Wetz, Christiana	DeKalb	Malta
Whipple, Josephine	LaSalle	Utica
Whiting, Jessie Metcalf	Cook	Evanston
Wilder, Martha Louise	DeKalb	DeKalb
Williams, Emily	Lee	Dixon
Williams, Florence	Winnebago	Rockford
Williams, John Milton	Kane	Maple Park
Willoughby, Leila	Winnebago	Rockford
Wilson, Gladys Lee	DeKalb	DeKalb
Wilson, Lyle Henry	LaSalle	Earlville
Winqvist, Helen Irene	Winnebago	Rockford
Wold, Sara Mabel	LaSalle	Earlville
Wonser, Marjorie	Winnebago	Rockford
Wood, Matie Melvina	Rock Island	Milan
Wood, Myrtle Olive.. ..	DeKalb	DeKalb
Worley, Opal Lora	Bureau	Buda
Worsley, Maud E.	Kendall	Oswego
Wright, Florence Mary	DeKalb	Malta
Wright, M. Grace	DeKalb	Rollo
Wright, Harold G.	DeKalb	DeKalb
Wright, Nellie Gibson	Kane	Aurora
Wyman, Mary Esther	Kane	Elgin
Yarrington, Ruth Anna	Bureau	Princeton
Yerkes, Neena	Shelby	Moweaqua
Young, Esther Miller	Lee	Dixon
Young, Isabelle Reine	LaSalle	Streator
Young, Violet Myrtle	Cook	Summit
Zimpelmann, Leonie Emily	McHenry	Woodstock
Zink, Althea M.	Bureau	Buda
Zugschwerdt, Gertrude Nettie....	Carroll	Chadwick
Cook, E. Beatrice.....	(South Dakota)....	Arlington

SUMMARY OF ATTENDANCE.

Special	13	
Art Course	7	
Vocal Music Course	3	
Domestic Science Course	17	
Manual Arts	3	
Seniors	126	
Two-Year Course	124	
Three-Year Course	63	
Four-Year Course	62	
Five-Year Course	18	436
Summer Term	630	<u>630</u>
		1066
Names Counted Twice		107
		<u>959</u>

Training School in Normal Building.

Grade 1	47
Grade 2	35
Grade 3	17
Grade 4	15
Grade 5	34
Grade 6	32
Grade 7	33
Grade 8	29
	<u>242</u>

Glidden Training School.

Room 1	50
Room 2	54
Room 3	53
Room 4	58
Room 5	46
Room 6	53
Room 7	41
Room 8	29
	<u>384</u>
Total in Training School	626
Total	1585

Counties Represented—36.

Alexander	Kane	Putnam	(Indiana)
Boone	Kankakee	Rock Island	(Iowa)
Bureau	Kendall	Shelby	(Minnesota)
Carroll	Lake	Stark	(Missouri)
Cass	LaSalle	Stephenson	(Montana)
Coles	Lee	Tazewell	(Ohio)
Cook	Livingston	Warren	(Pennsylvania)
DeKalb	McHenry	Whiteside	(North Dakota)
DuPage	Macon	Will	(South Dakota)
Grundy	Marshall	Winnebago	(Tennessee)
Henry	Morgan	Woodward	(Texas)
Iroquois	Ogle	(Arkansas)	(Wisconsin)
Jo Daviess			

ALUMNI REGISTER.

CLASS OF 1900.

1. Bertram, Jennie Campbell, Idaho Falls, Idaho. 8 years.
2. Bush, Minnie M., Huntington, Ind. 12 years.
3. Chamberlain, Linnie (Mrs. M. F. Howells), Erie, Ill. 5 years.
4. Clark, Samuel C., Department of Agriculture, Washington, D. C. 12 years.
5. Flenjte, Lewis E., Amboy, Ill. 5 years.
6. Gallagher, Margaret A., Seattle, Wash. 13 years.
7. Hamel, Cecelia, Evanston, Ill. 13 years.
8. Hamm, Eva Grace. Died in Sterling, Ill., Nov. 17, '06. 5 years.
9. Helmershausen, Minnie Adella, Wm. Penn Nixon School, Chicago. 13 years.
10. Johnston, J. Winnifred, Oak Park, Ill. 6 years.
11. McCrea, Ida H. (Mrs. John F. Lewis), Creston, Ill. 7 years.
12. Martin, Lida C., Decatur, Ill. 13 years.
13. Mitchell, Elizabeth J. H. (Mrs. S. N. Rinde), Grafton, N. D. 7 yrs.
14. Mize, A. Roy, Byron, Ill. 8 years.
15. Patten, Mary L. (Mrs. M. D. Shipman), DeKalb, Ill. 2½ years.
16. Sweeney, Joanna R. (Mrs. Thomas P. Feely), Joliet, Ill. 10½ yrs.

CLASS OF 1901.

17. Baker, Lou (Mrs. D. L. Woodruff), Grants Pass, Oregon. 6 years.
18. Banks, Eleanor H., Morse School, Chicago, Ill. 12 years.
19. Bennett, Frank L., Supt. Public Schools, Earlville, Ill. 11 years.
20. Beverly, Rhoda M., Aurora, Ill. 11 years.
21. Brock, Agnes C., Batavia, Ill. 9 years.
22. Carpenter, Bertha E. (Mrs. Tom Campbell), Los Angeles, Cal. 8 years.
23. Cornell, Edward M., Roswell, New Mexico. 5 years.

24. Crosby, Alice, Kewanee, Ill. 11 years.
25. Daehler, Marie E., Chadwick, Ill. 12 years.
26. DeYoung, Richard G., Curtis School, Chicago. 12 years.
27. Doolittle, Eleanor A., Long Beach, Cal. 10 years.
28. Duffey, Margaret L., died in DeKalb, Ill., Nov. 26, 1906. 2 years.
29. Dunning, Jessie (Mrs. P. W. Dykema), Forest Hills, Elmhurst, New York.
30. Ekdahl, Nellie, Lanark, Ill. 11 years.
31. Ferris, Birdie X. (Mrs. E. M. Frye), Sterling, Ill. 3 years.
32. Gagin, Mary I. (Mrs. W. E. McCormick), Rock Falls, Ill. 6 1-3 years.
33. Gilpatrick, Mabel E., Chicago, Linne School. 11 years.
34. Greenough, Charles W., Cottonwood, Idaho. 10 years.
35. Hamm, Mary Helen, Sterling, Ill. 11 years.
36. Hatch, Hattie E., Black Mountain, N. C. 9 years.
37. Hatch, Rose L. (Mrs. H. H. Hunt), died July 30, 1911. 2 years.
38. Hennings, Stella A., Elgin, Ill. 6 years.
39. Herndon, Lena, Springfield, Ill. 7 years.
40. Huber, Crescenta, McCormick School, Chicago. 12 years.
41. Jordan, Estella (Mrs. F. L. Bennett), Earlville, Ill. 2 years.
42. Lascelles, Ida B., Evanston, Ill. 12 years.
43. Lee, Eva Grace, Fort Collins, Colo. 10½ years.
44. Lloyd, William R., Oak Park, Ill. 1 year.
45. Lowman, Charles E., Supt. Pub. Schools, Hampshire, Ill. 11 years.
46. MacMillan, Helen (Mrs. W. H. Allyn), died at Waverly, Ill., Jan. 31, 1913. 5 years.
47. McBride, Charlotte M. (Mrs. D. E. Russell), Rockefeller, Ill. 7 yrs.
48. Meyer, Julia E., Park Manor School, Chicago, Ill. 11 years.
49. Murtfeldt, Minnie A., Rockford, Ill. 12 years.
50. Myers, Nettie Daisy, Chadwick, Ill. 2 years.
51. Nelson, Sena C., Flasher, N. Da. 12 years.
52. Obye, Katherine H., Galena, Ill. 11 years.
53. Patten, Elizabeth N. (Mrs. C. F. Toenniges), DeKalb, Ill. 1 year.
54. Phalen, Irene A. (Mrs. J. J. Cooney), Woodstock, Ill. 5 years.
55. Phillips, Eugene M., LaGrange, Ill. 9 years.
56. Poust, Roy Merton, Oshtemo, Mich. 10 years.
57. Ragland, Lewis W., Supt. Schools, Greenfield, Ill. 10 years.
58. Scott, Clara L. (Mrs. F. Berger), Spokane, Wash. 5 years.
59. Smith, Mary M. (Mrs. C. E. Lowman), Hampshire, Ill. 2 years.
60. Spence, Olive A. (Mrs. J. W. Carrin), Lake Forest, Ill. 4 years.
61. Taylor, Elizabeth, Tacoma, Wash. 12 years.
62. Walter, Cora V., Battle Creek, Mich. 7 years.
63. Watson, Edith M. (Mrs. G. C. Cary), Boulder, Colo. 1 year.
64. White, Adda M., Prin. High School, Genoa, Ill. 7 years.
65. Wright, Ivy S. (Mrs. Stuart L. Bartram), Oak Park, Ill. 9 years.

CLASS OF 1902.

66. Adams, Mildred (Mrs. Frank Robinson), Oregon, Ill. 2 years.
67. Bayley, Mary A. (Mrs. Fim Murra), Newton Center, Mass. 1 year.
68. Bodenschatz, Emily C., Elgin, Ill. 11 years.
69. Boehringer, Cora Louise, Yuma, Arizona. 11 years.
70. Brandt, Grace M., Northwestern Academy, Chicago. 9 years.
71. Bratton, Maude E., Kankakee, Ill. years.
72. Brundage, Kate A. (Mrs. Clarence B. Howard), Portland, Oregon, 8 years.
73. Burns, Gertrude M., (Mrs. Harry A. Sawyer), Cumberland Mills, Maine. 7 years.
74. Cool, Mary F. (Mrs. L. S. Bowe), Bloomington, Ill. 5 years.
75. Dunbar, Pearl A., Dover, Ill. 10 years.
76. Eades, Jessica M. (Mrs. David Marshall), Irving Park, Ill. 1 year.
77. Farr, Elsie F. (Mrs. David Madden), Rockford, Ill. 4 years.
78. Ferguson, Clarence H. 5 years.
79. Fitzpatrick, Margaret, Irving Park School, Chicago, Ill. 11 years.
80. Frederick, James Ivan, died in Chicago, Jan. 10, 1908. 5½ years.
81. Garretson, Mary V. (Mrs. H. H. Vent), DeKalb, Ill. 4 years.
82. Garrity, Anna J. (Mrs. S. A. Crowley), Ottumwa, Iowa. 5 years.
83. Goodyear, Bertha D., Aberdeen, S. D. 10 years.
84. Gregory, Lottie B., Rockford, Ill. 11 years.
85. Griffith, Katherine M., Ashton, Ill. 2 years.
86. Gruenewald, Emma D., Highland Park, Ill. 11 years.
87. Hayes, Lenora B., Chicago, Ill. 11 years.
88. Hugett, Hattie V., Batavia, Ill. 10 years.
89. Kays, Victor C., Prin. State Agricultural School, Jonesboro, Ark. 6 years.
90. Lenehan, Carolyn (Mrs. Francis Withers), Manteno, Ill. 7 years.
91. Lilley, Marion (Mrs. E. L. Woodward), Aurora, Ill. 4 years.
92. Lyons, Elizabeth E., Schley School, Chicago. 10 years.
93. Lyons, Louise G. (Mrs. Roche), DeKalb, Ill. 3 years.
94. Madden, David G., Rockford, Ill. 2 years.
95. Malone, Edward P., DeKalb, Ill.
96. Mitchell, Julia D., Fuller School, Chicago. 10 years.
97. Moffet, William R., Phoenix, Arizona. 1 year.
98. Ness, Henry, State Normal School, Stevens Point, Wis. 7 years.
99. Nichols, Edgar F., Supt. Public Schools, Winona, Ill. 10 years.
100. Nilson, Elsie U. (Mrs. H. J. Bessesen), Harvey, N. D., 4 years.
101. Philbrook, Mrs. Maud S., Bisbee, Ariz., 3½ years.
102. Phillips, Ethel M. (Mrs. Allen R. Owen), Riverside, Ill. 8 years.
103. Porcheur, Eugene F., Los Angeles, Cal. 7 years.
104. Pratt, Ada A., Elgin, Ill., High School. 8 years.
105. Rady, Agnes T., Blue Island, Ill. 2 years.

106. Reed, Edna B. (Mrs. Hoffman), Rock Island, Ill. 8 years.
 107. Rice, Ethel V., Moseley School, Chicago, Ill. 11 years.
 108. Richardson, Miriam D. (Mrs. J. D. Taplin), Belvidere, Ill. 3 yrs.
 109. Robinson, Agnes G., Spry School, Chicago, Ill. 11 years.
 110. Rowley, Edith, Quincy, Ill. 11 years.
 111. Rowley, Elizabeth W., Quincy, Ill. 11 years.
 112. Sanford, Lewis R., Sycamore, Ill. 4 years.
 113. Shields, Dorothy (Mrs. L. E. Putt), Aurora, Ill. 3 years.
 114. Smith, Eda V. (Mrs. Pundt), Deertrail, Colo. 4 years.
 115. Sovereign, Edith P., Rockford, Ill. 11 years.
 116. Starin, Mabel M., Wadsworth School, Chicago. 11 years.
 117. Stiles, Mabel B. (Mrs. F. W. Castle), Elgin, Ill. 4 years.
 118. *Stuart, Alta D., Kingston, Ill. 10 years.
 119. Wagner, Lillian E., Morgan Park, Ill. 11 years.
 120. Williams, Bertha M., Sterling, Ill. 11 years.
 121. Woodman, Edith (Mrs. W. G. Bliss), Maywood, Ill. 9 years.
 122. Zilligen, Mamie, Hazelcrest, Ill. 9 years.
- * Received Diploma for Four-Year Course also, June 20, 1907.

CLASS OF 1903.

123. *Ackert, James E., University of Illinois, Asst. in Zoology. 8 years.
124. Baird, Grace J., Chicago, Ill. 8 years.
125. Benedict, Mrs. Cora T., Greeley, Colo., Critic. 9 years.
126. Brainard, Ethelyn (Mrs. C. C. Perkins), Chicago, Ill. 3 years.
127. Clifford, Jean M., Elgin, Ill. 3 years.
128. Coburn, Golda (Mrs. George J. Downing), Dixon, Ill. 6 years.
129. Cody, Mary E., Aurora, Ill. 10 years.
130. Crapser, Jessamine, Evanston, Ill. 10 years.
131. Cunniff, Emma C., Hibbing, Minn. 10 years.
132. Dore, Catherine M., McCormick School, Chicago, Ill. 10 years.
133. Dowdall, Lenora E. (Mrs. John H. Riley), DeKalb, Ill. 8½ years.
134. Elliott, Anna Gertrude, 5925 Ontario St., Austin, Ill. 9 years.
135. Etling, Emma (Mrs. Dennison), Grand Rapids, Mich. 4 years.
136. Garretson, Alice I., Seattle, Wash. 9 years.
137. Glover, Bertha R., Ottawa, Ill. 9 years.
138. Goble, Viola S. (Mrs. A. Rosette), Shabbona Grove, Ill. 3 years.
139. Greenlee, Margaret, Argyle, Ill. 9 years.
140. Grimes, Effie Madge, Batavia, Ill. 10 years.
141. Gross, Lena (Mrs. C. J. Cody), Clearwater, Kan. 5 years.
142. Grove, Gertrude (Mrs. Fred H. Brundage), Pedro Miguel, Panama. 6 years.
143. Helmershausen, Henry W., Monroe School, Chicago. 10 years.
144. Hayes, Mrs. Katherine T., Melrose Park, Ill. 7 years.
145. Heald, Anna M. (Mrs. E. M. McDowell), Marseilles, Ill. 3 years.
146. Heuman, Edith E., Elgin, Ill. 10 years.
147. Hogan, Loretta A., Seneca, Ill. 10 years.

148. Isaacson, Hulda C. (Mrs. David Teeple), Crivitz, Wis. 6 years.
149. Johnson, Mattie B. DeKalb, Ill. Died in DeKalb, June 7, 1910.
4 years.
150. *Keeler, Fred C., Peoria, Ill. 5 years.
151. Kiehle, Shirley, Evanston, Ill. 10 years.
152. Kruse, Anna C. (Mrs. G. J. Ball), Glen Ellyn, Ill. 6 years.
153. Leach, Bessie E. (Mrs. Whitestruck), Elgin, Ill. 8 years.
154. Lucas, Paul Jackson. Died in Longmont, Colo., March 31, 1907.
3 years.
155. McLean, Addie L., Critic Teacher N. I. S. N. S., DeKalb, Ill. 9
years.
156. Mallin, Winnifred L., 159 Harvey Avenue, Oak Park, Ill. 9 years.
157. Marshall, Jeannie M., Lombard, Ill. 8 years.
158. Murra, Fim, Newton Center, Mass. 4 years.
159. O'Hare, Sadie M. (Mrs. D. B. Comegys), Seneca, Ill. 8 years.
160. Paulson, Charlotte, Chicago, Austin Station. 8 years.
161. Paulson, Lillian (Mrs. Chas. W. Herscher), Charleston, W. Va. 7
years.
162. Pohl Minnie H., Hayward, Cal. 9 years.
163. Pratt, Florence M., Peoria, Ill. 3 years.
164. Puffer, Hal E., Buffalo, New York. 3 years.
165. Robbie, Mary S. (Mrs. F. T. Perrin), Aurora, Ill. 5 years.
166. Spring, Nellie, Seattle, Wash. 9 years.
167. Stanton, Martha C. Died September 3, 1910.
168. Stetzler, Llyod, Eveleth, Minn. 8 years.
169. Talmadge, Alice (Mrs. I. W. Ware), died in Oregon, Ill., August
9, 1907. 2 years.
170. Tazewell, Edna M., Critic Teacher Glidden School, DeKalb, Ill.
10 years.
171. Thornton, Bessie A. (Mrs. R. C. Wilson), Rockford, Ill. 8 years.
172. Van Epps, Ida M., Belvidere, Ill. 6 years.
173. Wheaton, Elsie M. (Mrs. Mies), Saunemin, Ill. 5 years.
174. Wilson, Abbie J. (Mrs. T. Gunning), Princeton, Ill. 3 years.
175. Wilson, Mary M. (Mrs. Max P. Willy), Chicago, Ill. 8 years.
176. Winne, Mrs. Mattie K., Burnside School, Chicago, Ill. 10 years.

CLASS OF 1904.

177. Adams, Nida Mary (Mrs. L. E. Taylor), Sterling, Ill. 6 years.
178. Alley, Mary, Libby School, Chicago. 8 years.
179. Alsterlund, Mabel A., Moline, Ill. 9 years.
180. Althouse, Homer D., Oregon, Ill. 3 years.
181. Baie, Tillie C., Critic Glidden School, DeKalb, Ill. 9 years.
182. Banker, Grace L., Aurora, Ill. 9 years.
183. Bardmas, Dora Alice (Mrs. J. R. Ayers), Bonner's Ferry, Idaho.
7 years.
184. Barnsback, Birdie, St. Louis, Mo. 8 years.

185. Barradell, Albert E., Oak Park, Ill., High School. 7 years.
186. Brant, Mary K., Otis School, Chicago. 9 years.
187. Brown, Mrs. Clara Ella, Waterloo, Ill. 8 years.
188. Bryant, Ethel F. (Mrs. E. J. Myers), Durango, Colo. 3 years.
189. Carolus, Edith M. (Mrs. J. G. Dieterle), Sterling, Ill. 2 years.
190. Coultas, Ethel M. (Mrs. O. G. Pike), Madison, Wis. 2 years.
191. Cusator, Mary E., Jamestown, N. D. 6 years.
192. Davis, Alice Louise, River Forest, Ill. 8 years.
193. Dawson, Dorothy J. (Mrs. T. F. Scoggin), Aurora, Ill. 7 years.
194. Dearborn, Lydia W., Rapid City, S. D. 7 years.
195. Ely, Ruth Torrey (Mrs. J. E. Berquist), Morgan Park, Ill. 3 yrs.
years.
196. Fahrney, Florence K., Boise City, Idaho. 8 years.
197. Fuller, Mary E., Pomona, Cal. 6½ years.
198. Gibbs, Mildred (Mrs. I. J. Farrell), DeKalb, Ill. 1 year.
199. Gilpatrick, Emily L., Danville, Ill. 9 years.
200. Green, Alice E. (Mrs. Clifford Earle), Portland, Ore. 4 years.
201. Hendricks, Anna, Foster School, Chicago. 9 years.
202. Henning, Isabel V. (Mrs. Boyer), Chicago, Ill. 6 years.
203. Kelly, Katherine, St. Charles, Ill. 9 years.
204. Kingsbury, Mrs. Stella E., Tacoma, Wash. 9 years.
205. Kitson, Ethel V. A., Barrington, Ill. 6 years.
206. Koehler, Elsa I., Minneapolis, Minn. 9 years.
207. Langworthy, L. R., Superintendent, Redondo Beach, Cal. 8 years.
208. Lotz, Cora S. (Mrs. L. F. Palmer), Aurora, Ill. 4 years.
209. McCleary, Lepha G., Chadwick, Ill. 5 years.
210. McEwen, Frances R., Evanston, Ill. 9 years.
211. McLean, Sarah, Blue Island, Ill. 8 years.
212. Mann, Jessie R., Assistant in Biology, N. I. S. N. S., DeKalb, Ill.
8 years.
213. Mason, Anna E., Riverside, Cal. 8 years.
214. Mitchell, Maude E. (Mrs. C. F. Otis) Billings, Mont. 5 years.
215. Nichols, Marvin, Asst. in Science, Mankato Normal School. 6 years.
216. Nicholson, Marguerite M., Brown School, Chicago. 8 years.
217. Patchin, Ethel M. (Mrs. L. E. Wolcott), Batavia, Ill. 1 year.
218. Peebles, Edith A., Hinsdale, Ill. 9 years.
219. Pepper, Homer W., 3347 Calumet Avenue, Chicago, Ill. 6 years.
220. Peterson, Mary E. (Mrs. J. A. Wetzell), Sycamore, Ill. 5 years.
221. Plummer, Ruth (Mrs. Frank E. Hunt), Miama, Florida. 6 years.
222. Redeker, Ella A., Elgin, Ill. 5 years.
223. Richardson, Alice M., Elgin, Ill. 9 years.
224. Ritzman, Floyd R., Prin. Glidden School, DeKalb, Ill. 9 years.
225. Robson, Julia Louise, Jones School, Chicago. 9 years.
226. Roth, Lillian M., 908 Fourth Ave., Rock Island, Ill. 8 years.
227. Rovelstad, Gudrun, Elgin, Ill. 5 years.

- 228. Scott, Maude E., Altgeld School, Chicago, Ill. 9 years.
- 229. Selliken, Mauda, Nixon School, Chicago, Ill. 9 years.
- 230. Smith, Clara B. (Mrs. Joseph Philbrick), Brooklyn, N. Y. 6 years.
- 231. Sweeney, Kathryn R., Lafayette School, Chicago, Ill. 9 years.
- 232. Talbot, Mary H. (Mrs. H. J. Mitchell), Joliet, Ill. 5 years.
- 233. Tazewell, Zada Z., died April 12, 1911. 4 years.
- 234. Tearney, Orville A., director of Manual Training, Galveston, Tex. 7 years.
- 235. Troxell, Eleanor, Critic State Normal School, Oxford, Ohio. 8 years.
- 236. Vatter, Rose A., Wadsworth School, Chicago. 9 years.
- 237. Wahl, Lydia Ann., died in Beloit, Wis., Nov. 4, 1906. 2 years.
- 238. Ward, Lulu G. (Mrs. Carl Miller), Austin, Ill. 5 years.
- 239. Wetzell, Emma E., Elgin, Ill. 9 years.
- 240. Wiltse, John C., Cortland, Ill. 1 year.
- 241. Zimmer, Genevieve F., Moline, Ill. 9 years.
- 242. Zoller, Florence E. (Mrs. Ed. Duncan), Oak Park, Ill. 3 years.

CLASS OF 1905.

- 243. Baker, Carolyn V., Santa Cruz, Cal. 8 years.
- 244. Baker, Evelyn D. (Mrs. C. J. Whiting), Palermo, Cal. 4 years.
- 245. Barr, Gertrude P., Joliet, Ill. 8 years.
- 246. Calloway, Ezra S., Grand Junction, Colo. 5 years.
- 247. Carmichael, Edith C. (Mrs. Morris Markham), Webster Groves, Missouri.
- 248. Cary, Charlotte L. (Mrs. Roy L. Hendrickson), Seattle, Wash. 7 years.
- 249. Cockfield, Mabel, Oak Park, Ill. 8 years.
- 250. Conley, Chas. C., Fulton, S. D. 6 years.
- 251. Dart, Augusta S., Minneapolis, Minn. 8 years.
- 252. Dewey, Mabel J., Student, University of Chicago. 5 years.
- 253. Donovan, Mabel W., Woodstock, Ill. 6 years.
- 254. Dunn, Elizabeth M., Oak Park, Ill. 8 years.
- 255. Du Von, Mabel T., Marengo, Ill. 8 years.
- 256. Elliot, Mary Gertrude (Mrs. R. J. Borhek), Oak Park, Ill. 7 years.
- 257. Farr, Alvin I., Piper City, Ill. 6 years.
- 258. Grimwood, Ada J. (Mrs. Barnard), Fresno, Cal. 6 years.
- 259. Haight, Irene G., Sycamore, Ill. 5 years.
- 260. Hartwell, Julia M., Hinsdale, Ill. 6 years.
- 261. Harvey, Edith M., Lake Forest, Ill. 8 years.
- 262. Higinbotham, Helen, Elgin, Ill. 8 years.
- 263. Hurley, Coila Pearl, Seattle, Wash. 8 years.
- 264. James, Nellie (Mrs. H. F. Schell), Madison, Wis. 6 years.
- 265. Johnson, Lillie A., Batavia, Ill. 7 years.
- 266. Jordan, DeEtta J., Principal Public Schools, Cortland, Ill. 7 years.

267. King, Lora G. (Mrs. W. T. Emery), DeKalb, Ill. 5 years.
268. McChesney, Caroline R., Myra Bradwell School, Chicago. 7 years.
269. Mercer, Irene (Mrs. M. E. Titus), Edgerton, Wis. 5 years.
270. Montgomery, Grace A. (Mrs. C. C. McCune), Polk, Neb. 2 years.
271. Mull, Cora E., Ray School, Chicago. 8 years.
272. Nashold, Fred W. 1 year.
273. Nelson, Annie, Irving Park School, Chicago. 8 years.
274. Nelson, Flora G. (Mrs. J. A. Clyne), Maple Park, Ill. 2 years.
275. Partridge, Charlotte R., student in Art Institute, Oak Park, Ill. 5 years.
276. Partridge, Eleanor O. (Mrs. A. J. Harris), Oak Park. 3½ years.
277. Patten, Sarah Elizabeth, Yuma, Colo. 6 years.
278. Rahn, Mrs. Alida, Morse School, Chicago. 8 years.
279. Reed, Myrtle A. (Mrs. Fred Goble), Calipan, Mindora, P. I.
280. Reichardt, John H., Grand Haven, Mich. 3 years.
281. Rowley, Bess, Dixon, Ill. 8 years.
282. Samter, Gertrude (Mrs. C. F. Lewis), Marengo, Ill. 3 years.
283. Shea, John F. E., Dimmick, Ill. 5 years.
284. Skiles, James Roy, Prin. Training School N. I. S. N. S. 7 years.
285. Truax, Allison E., Prin. Public School, Chadwick, Ill. 8 years.
286. Turner, Edith C., Flagstaff, Arizona. 6 years.
285. Way, Flora, Harvey, Ill. 8 years.
288. West, Dorothy R., Western Springs, Ill. 8 years.
289. Wilson, Mae E. (Mrs. J. A. Meeker), New York City. 2½ years.
290. Zellar, Vera P. (Mrs. W. H. Parker), Chicago, Ill. 1 year.

CLASS OF 1906.

291. Anderson, Hilma A., Seattle, Wash. 7 years.
292. Andrews, Sybil E., Woodstock, Ill. 6 years.
293. Austin, Catherine J., Woodstock, Ill. 3 years.
294. Austin, Vida A., Gary, Ind. 3 years.
295. Bragg, Edna O., Mendota, Ill. 6 years.
296. Breneman, Erna M., Helena, Montana. 6 years.
297. Broderick, Mary F., Marquette School, Chicago, Ill. 7 years.
298. Byers, Grace I. (Mrs. F. S. Hadfield, Cincinnati, O. 1 year.
299. Challand, Grace, Oak Park, Ill. 3 years.
300. Chase, Eleanor D., Rockford, Ill. 7 years.
301. Cooley, Anna, Portland, Oregon. 6 years.
302. Davidson, Roxalena (Mrs. T. S. Hoff), Council Bluffs, Iowa, 4½ years.
303. Devine, Laura Gedge (Mrs. P. A. Singer), Chicago, Ill. 3 years.
304. Diefenthaler, Susie, Freeport, Ill. 7 years.
305. Dobbin, Anna M., Cheyenne, Wyo. 6 years.
306. Eck, John W., Director Manual Training, Moorhead, Minn. 4 years.
307. Edwards, Gertrude, Peru, Ill. 7 years.
308. Erb, Mabel A. (Mrs. R. E. Hibbard), Waukegan, Ill. 6 years.

309. Erwin, Emma, Hammond, Ind. 7 years.
310. Fellows, Abbie M., Hebron, Ill. 7 years.
311. Finkenbinder, Walter, Stockton, Ill. 6 years.
312. Glidden, Josephine F., Student University of Wisconsin. 5 years.
313. Grattelo, Florence A., Freeport, Ill. 7 years.
314. Hanrahan, Alice K., High School, Madison, Wis. 5 years.
315. Hayward, Olive M., Janesville, Wis. 1 year.
316. Heine, Anna M., Tacoma, Wash. 7 years.
317. Hesselbaum, Caroline, Evanston, Ill. 7 years.
318. Kays, Donald J., University, Columbus, Ohio. 3 years.
319. Kemp, Elizabeth M., Lake Forest, Ill. 5 years.
320. Kleckner, Bertha D. (Mrs. N. C. Phillips), Freeport, Ill. 3 years.
321. Kochsmeier, Meta E., E. Freeport, Ill. 7 years.
322. Lewis, Julia (Mrs. W. G. Fraser), Port of Spain, Trinidad, British West Ind. 1 year.
323. McDole, Ada C. (Mrs. C. W. Manning), Lombard, Ill. 6 years.
324. McQueen, Virginia, Washington College, Washington, D. C. 5 years.
325. Meese, Lillian G. (Mrs. Theodore Kolb), Park Ridge, Ill. 3 years.
326. Morse, Maude B. (Mrs. George Sawyer), Oasis, Neb. 3 years.
327. Muzzey, Bertha M. (Mrs. Lawrence Morrison), Milwaukee, Wis. 1 year.
328. Nelson, Lucile A., Buhl, Idaho. 7 years.
329. Newton, Clara B., Belvidere, Ill. 6 years.
330. Noel, Corinna (Mrs. Gilbert Traveller), Alamosa, Colo. 4 years.
331. Overholser, Vinnie, Sterling, Ill. 7 years.
332. Parker, Cecilia M., Elgin, Ill. 4 years.
333. Perry, L. Day, Supervisor Manual Training, Joliet, Ill. 7 years.
334. Peterson, Alma G., DeKalb, Ill. 7 years.
335. Phillips, Edith M., Elgin, Ill. 7 years.
336. Quinlan, Katharine, Oak Park, Ill. 7 years.
337. Rodger, Mary J., Gardner, Ill. 7 years.
338. Rosencrans, Mae (Mrs. Griffith Humphrey), Chicago, Ill. 2 years.
339. Runner, Edna M., Charles City, Ia. 6 years.
340. Schell, Harmon F., student University of Wisconsin. 5 years.
341. Schneider, Emma D. (Mrs. A. Pecks), Chicago, Ill. 3 years.
342. Senneff, Bertha A., Rock Falls, Ill. 6 years.
343. Sherwood, Golda F., DeKalb, Ill. 7 years.
344. Spoor, Gertrude J., Chicago, Ill. 7 years.
345. Swift, Olive, DeKalb, Ill. 2½ years.
346. Tanner, Florence M., Supt. of Domestic Arts, Joliet, Ill. 6 years.
347. Townley, Carrie E., Elizabeth, N. J. 7 years.
348. Van der Veer, Hazel W. (Mrs. Clayton Franklin Kennedy), Elgin, Ill. 6 years.
349. Vial, Sarah A. (Mrs. Clark G. Wright), Lombard, Ill. 4 years.

- 350. Walker, Joseph R., Faribault, Minn. 7 years.
- 351. White, Grace, Hinckley, Ill. 7 years.
- 352. Wichman, Hannah L., Benicia, Calif. 7 years.
- 353. Wiswall, Hazel A., Supervisor of Drawing, DeKalb, Ill. 3 years.
- 354. Wiswall, Vera M., Asst. Music, N. I. S. N. S., DeKalb, Ill. 2 years.
- 355. Worthington, Ethel, Oak Park, Ill. 7 years.
- 356. Wright, Clark G., Prin. Pub. Schools, Lombard, Ill. 7 years.

CLASS OF 1907.

- 357. Brennan, Lucie A., Visalia, Cal. 5 years.
- 358. Briggs, Elda Gertrude, Franklin, Neb. 6 years.
- 359. Bryant, Emma F. (Mrs. D. M. Swarthout), Jacksonville, Ill. 1 year.
- 360. Carbonell, Marianao, Manila, P. I. 4 years.
- 361. Carpenter, Helen F., Critic Normal School, Bloomsburg, Pa. 6 years.
- 362. Chamberlain, Maude E., Buhl, Idaho. 3 years.
- 363. Cole, Francis W., Prin. Gibson City, Ill. 5 years.
- 364. Connell, I. Fern, Chula Vista, Cal. 6 years.
- 365. Cornell, William S., Sugar Grove, Ill. 2 years.
- 366. Crumb, Frances, Rockford, Ill. 6 years.
- 367. Dean, Dolly I., Todd Seminary, Woodstock, Ill. 5 years.
- 368. Drury, Aldana A. (Mrs. R. Sorenson), DeKalb, Ill. 5 years.
- 369. Evans, Lewellen Hunt, Oak Park, Ill. 6 years.
- 370. Fay, Bertha Harmon, Fulton, Ill. 6 years.
- 371. Freeland, Viola, Clifton, Arizona. 6 years.
- 372. Gale, Alberta, Freeport, Ill. 6 years.
- 373. Grube, Anna L., Los Angeles, Cal.
- 374. Hammond, Jane B., DeKalb, Ill. 6 years.
- 375. Hayford, Mildred (Mrs. Owen L. Jones), Waukesha, Wis. 6 years.
- 376. Hiland, Ada A. (Mrs. J. J. Marshall), Denver, Colo. 2 years.
- 377. Horan, Sallie, Supervisor of Music, Dubuque, Ia. 5 years.
- 378. Johnson, Grace V., Moline, Ill. 6 years.
- 379. Klamser, Elsie M., Aurora, Ill. 6 years.
- 380. Lane, Gilberttena, Los Angeles, Cal. 6 years.
- 381. Lunde, Hattie J., South Bend, Ind. 4 years.
- 382. Lundgren, Effie, Elgin, Ill. 6 years.
- 383. McAllister, Josephine, Seattle, Wash. 6 years.
- 384. McNerney, Winnifred (Mrs. W. T. Tobin), Telluride, Colo. 4 years.
- 385. Mallin, Maud, River Forest, Ill. 6 years.
- 386. Miller, Emily E., Lake Bluff, Ill. 6 years.
- 387. Mitchell, Ethelyn, Elgin, Ill. 6 years.
- 388. Morris, Mylitta, Amboy, Ill. 6 years.
- 389. Nera, Antonio, Manila, P. I. 6 years.
- 390. Newcomer, Edna (Mrs. Olwin), Pasadena, Cal.
- 391. Nilson, Minnie A., Sycamore, Ill. 5 years.

392. Obye, Harriet, Galena, Ill. 6 years.
393. Olsen, Mabel E., Elgin, Ill. 6 years.
394. Peterson, Emma W., High School, Wauhoo, Neb. 5 years.
395. Ramirez, Gregorio, Bokawe, Bulacan, P. I. 5 years.
396. Richardson, Ivy A., Maywood, Ill. 4 years.
397. Rodger, Sarah M. (Mrs. P. N. Olsen), Gardner, Ill. 3½ years.
398. Ross, Hilma L., Principal Haish School, DeKalb, Ill. 6 years.
399. Sagle, A. Mae, Sterling, Ill. 6 years.
400. Sarbaugh, Edith E., Oak Park, Ill. 6 years.
401. Saxton, Ruth, Belvidere, Ill. 6 years.
402. Schnebly, Jennie, Alhambra, Cal. 4 years.
403. Shoger, Mary C. E., Aurora, Ill. 6 years.
404. Sholes, Ruth W., Sioux City, Iowa. 4½ years.
405. Slater, Berdella, Waukegan, Ill. 6 years.
406. Smith, Grace P., Sioux City, Ia. 6 years.
407. Starring, Adaline (Mrs. F. L. Hanson), Petersboro, Ont. 4 years.
408. Stephenson, Bessie E. (Mrs. John S. Valentine), Sycamore, Ill. 3 years.
409. Stevenson, Genevieve, St. Charles, Ill. 5 years.
410. Stockley, Esther Lucile (Mrs. W. W. Bruner), Anacortes, Wash. 3 years.
411. Swarthout, Alice M., Jackson, Mich. 5 years.
412. Thompson, Martha, Ludington, Mich. 6 years.
413. Uthoff, Mary L., Princeton, Ill. 6 years.
414. Voigt, Alfreda, Minneapolis, Minn. 6 years.
415. Ward, Mabel C., Elgin, Ill. 6 years.
416. Woodburn, Mary A., Maywood, Ill. 5 years.

CLASS OF 1908.

417. Adams, Alice V., Sycamore, Ill. 5 years.
418. Adams, Helen, Forest Park, Ill. 5 years.
419. Arntzen, Inga I., Sycamore, Ill. 4 years.
420. Arreza, Lino, Tantag, Surigao, P. I. 5 years.
421. Bechstein, Rosalie D. (Mrs. H. H. Moriarity), Mokena, Ill. 2 years.
422. Benson Stella, Pecatonica, Cal. 4 years.
423. Bockius, Dorothy O. (Mrs. C. A. Anderson), Portland, Ore. One-third year.
424. Borwell, M. Irene, La Grange, Ill. 5 years.
425. Brakel, Anna E., Portland, Ore. 3 years.
426. Britton, Gladys I., Seattle, Wash. 5 years.
427. Brown, Roberta, High School, Harrisburg, Ill. 3 years.
428. Burgess, Alice M. (Mrs. S. C. Vial), La Grange, Ill. 5 years.
429. Byers, Belle A., Kirkland, Ill. 5 years.
430. Campbell, Ruth F., Elgin, Ill. 5 years.
431. Carney, Mary Vance, Student University of Illinois. 4 years.
432. Chelseth, Amelia C., Elgin, Ill. 5 years.

433. Cody, Irene M., Pomona, Cal. 3 years.
434. Courts, Bertha M., Chicago, Ill. 5 years.
435. Cushing, Irene M., Brookfield, Ill. 5 years.
436. Dearlove, Carol M., Wilmette, Ill. 4 years.
437. Dixon, Floy L., Russell, Ill. 3 years.
438. Earle, Ruth S., Sioux City, Ia. 5 years.
439. Elder, Elsie K., Des Plaines, Ill. 5 years.
440. Finkenbinder, Erwin, Student Clark University. Worcester,
441. Fitch, Mary, Critic Glidden School, DeKalb, Ill. 4 years.
442. Foster, Nellie Mae (Mrs. Harry Jay), Norman, Cal. 4 years.
443. French, Catherine Rachel, Wheaton, Ill. 5 years.
444. Friesenecker, Emma K., Galena, Ill. 4 years.
445. Fulton, Laura M., Steger, Ill. 4 $\frac{1}{4}$ years
446. Gilbert, Clara S., Lombard, Ill. 4 years.
447. Hall, Homer, Student University of Illinois. 1 $\frac{1}{2}$ years.
448. Hamilton, Edith S. (Mrs. William Treziulny), Alhambra, Cal. 2
years.
449. Hanrahan, Mae H., DeKalb, Ill. 5 years.
450. Hartwell, Laura S., Hinsdale, Ill. 5 years.
451. Hartwell, Louise S., Paw Paw, Ill. 2 years.
452. Hazeman, Amanda, McGregor, Ia. 4 years.
453. Hebert, Edith H. (Mrs. C. W. Howe), Sioux City, Ia. 4 years,
454. Heitter, Martin Luther, Belvidere High School. 5 years.
455. Hendricks, Hazel D. (Mrs. A. B. Mathew), Round Grove, Ill. 2
years.
456. Henry, Florence L., Elgin, Ill. 5 years.
457. Herrick, Helen F. (Mrs. W. F. Martin), DeKalb, Ill. 3 years.
458. Holley, Charles E., Student University of Illinois. 2 years.
459. Holt, Marx, Lake View High School, Chicago, Ill. 5 years.
460. Jacobs, Nellie M., Riverside, Ill. 5 years.
461. Jaquish, Bessie, Minneapolis, Minn. 5 years.
462. Jensen, Emma, Elgin, Ill. 5 years.
463. Johnston, Alma M., Byron, Ill. 4 years.
464. Kays, Albert R., Magnolia, Ill. 1 year.
465. Kendel, Esta, Hedgesville, Mont. 5 years.
466. Kissick, Eena, Student University of Illinois. 4 years.
467. Kitterman Marion (Mrs. E. J. Wolmal), Glasford, Ill. 4 years.
468. Koch, Clara L., Sandwich, Ill. 5 years.
469. Langwill, Martha C., Student University of Wis. 3 years.
470. Leonard, Margaret B., Riverside, Ill. 4 years.
471. Lester, Mary M., Lake Forest, Ill. 5 years.
472. Long, Ione B., Elgin, Ill. 4 years.
473. Love, Ethel L., Evanston, Ill. 5 years.
474. Lundberg, Elva, DeKalb, Ill. 3 years.
475. McAllister, Bessie L., Seattle, Wash. 5 years.

476. McIntyre, Belle M. (Mrs. Irwin A. Madden), Normal, Ill. 2 years.
477. Madden, Irwin A., Professor of Agriculture, Illinois State Normal University, Normal, Ill. 3 years.
478. Madden, J. Warren, Freeport, Ill. 2 years.
479. Manley, Pearl, Student University of Illinois, Champaign, Ill. 4 years.
480. Maxson, Evelyn, Student University of Illinois. 3 years.
481. Miner, Nina V. (Mrs. Arthur G. Mayo), Rockford, Ill. 5 years.
482. Mork, Anna L. (Mrs. C. W. Grosvenor), Cherry Valley, Ill. 4½ years.
483. Morris, Jennie M., Rochelle, Ill. 5 years.
484. Nash, Clara A., Elizabeth, Ill. 5 years.
485. Nye, Kate E., Cambridge, Ill. 4 years.
486. O'Donnell, Mabel C., Aurora, Ill. 5 years.
487. Ohlmacher, Gertrude A., Rollo, Ill. 4 years.
488. O'Kane, Wm. H., Roseberry, Idaho. 3 years.
489. O'Neil Nora Irene (Mrs. Lucius Stone), Maywood, Ill. 2 years.
490. Orner, Elizabeth A. (Mrs. William Crawford), Franklin Grove, Ill. 3 years.
491. Parker, Edith A., Oak Park, Ill. 3 years.
492. Petteys, Hazel, Elgin, Ill. 4 years.
493. Powers, Elizabeth B., Twin Falls, Idaho. 5 years.
494. Puffer, Ray H., Buffalo, New York. 4 years.
495. Raup, Ethel, Oak Park, Ill. 4 years.
496. Roan, Rose N., Hebron, Ill. 1 year.
497. Roberts, Nellie G., DeKalb, Ill. 4 years.
498. Roe, Elizabeth R., Highland School, Roanoke, Ill. 5 years.
499. Rorig, Gertrude E., Elgin, Ill. 5 years.
500. Rowley, Frances Josephine (Mrs. A. J. Hutchins), Muskegon, Mich. 3 years.
501. Rowley, Nell M., Sioux City, Ia. 4 years.
502. Safford, Ruth B., Asst. in English, Agricultural College, Ames, Iowa. 4 years.
503. Stokes, Blanche M., Los Angeles, Cal. 5 years.
504. Stoller, Marie, Sandwich, Ill. 5 years.
505. Stott, Mina E., Sioux City, Iowa. 3 years.
506. Swift, Ethel V. (Mrs. Harry Willey), DeKalb, Ill. 2 years.
507. Tennant, Elizabeth A., Elgin, Ill. 4 years.
508. Tenney, Bessie P., Downers Grove, Ill. 5 years.
509. Toline, Hilma C., Moline, Ill. 4 years.
510. Toms, Estella M. (Mrs. F. L. Godfrey), Elizabeth, Ill. 3 years.
511. Van Galder, Marion M., Sycamore, Ill. 5 years.
512. Vroom, Elma, Twin Falls, Idaho. 5 years.
513. Ward, Beatrice G., Sioux Falls, So. Da. 5 years.
514. Wilder, Louise M., DeKalb, Ill. 5 years.

515. Wray, Margaret S., Student Teachers College, N. Y. 3 years.
516. Young, Margaret A. (Mrs. S. R. Paddock), Palatine, Ill. 3 years.

CLASS OF 1909.

517. Atkins, Grace B., Wilmette, Ill. 4 years.
518. Badgley, Ila G., DeKalb, Ill. 2 years.
519. Ballou, Fannie L., Wheaton, Ill. 3 years.
520. Barnes, Florence A., Douglas, Ariz. 4 years.
521. Bautista, Santiago, Prin. San Isidor, P. I. 4 years.
522. Bollinger, Florence, Evanston, Ill. 4 years.
523. Boomer, Marion J., Gilbert, Minn. 4 years.
524. Borman, Mabel M., Morrison, Ill. 4 years.
525. Bowers, Mildred G., Moline, Ill. 4 years.
526. Brezer, Mollie C., Kooskia, Idaho. 3 years.
527. Brothers, Clark A., Supt. Schools, Dwight, Ill. 2½ years.
528. Burgess, Agnes G., La Grange, Ill. 4 years.
529. Campbell, Mildred A. (Mrs. D. P. Edgar), Chicago, Ill.
530. Carney, Mabel, Normal, Ill. 4 years.
531. Cecil, Jessie I., Princeton, Ill.
532. Cody, Hortense M., Aurora, Ill. 4 years.
533. Collin, Signe O., DeKalb, Ill. 4 years.
534. Cook, Ray N., Des Plaines, Ill. 2 years.
535. Coultas, Avis, Student University of Illinois, Champaign, Ill. 3 years.
536. Coveny, Anna G., Chicago Heights, Ill. 4 years.
537. Crandall, Mercy E., Student University of California. 2 years.
538. Dalziel, Agnes M., Waukegan, Ill. 4 years.
539. Dietmeyer, Ethel M., Waukegan. 4 years.
540. Dudley, Pearl, Dudley, Wis. 1 year.
541. Eck, Josephine A., High School, Murphysboro, Ill.
542. Emmert, Emma J., Des Plaines, Ill. 4 years.
543. Ericson, Josie C., Las Vegas, N. M. 1 year.
544. Erwin, Elizabeth, Pecatonica, Ill. 3 years.
545. Fifield, Verna E. (Mrs. G. T. Shapland), Chicago, Ill. 3 years.
546. Fisher, Clara L., Rock Island, Ill. 2 years.
547. Fraser, Blanche E., Elizabeth, Ill. 4 years.
548. Garrett, Jessie, Momence, Ill. 4 years.
549. Givens, Ellsworth W., Elva, Ill. 2 years.
550. Godehn, Ruth (Mrs. G. A. Bloomquist), DeKalb, Ill. 2 years.
551. Hiland, Marietta R., DeKalb, Ill. 1 year.
552. Hobbs, Maud, St. Charles, Ill. 4 years.
553. Hoffman, Edith M. (Mrs. George W. Kinder), Des Plaines, Ill. 3 years.
554. Hope, Irene M. (Mrs. Frank Perkis), Chicago, Ill. 4 years.
555. Ivy, Edna M., E. Indiana Harbor, Ind. 4 years.
556. Jones, Lillian S., La Grange, Ill. 4 years.

557. Kepner, Edna M., Beloit, Wis. 3 years.
558. King, Annie Elizabeth, Prim. Asst. Training School, DeKalb, Ill.
1½ year.
559. King, Helen A., Elgin, Ill. 4 years.
560. Larson, Eva, Streator, Ill. 3 years.
561. Lenzen, Mary, Mt. Vernon, Washington. 4 years.
562. Lewis, Pauline C., Chicago, Ill. 3 years.
563. Love, Floyd R., Director Manual Training, Stockton, Cal. 4 years.
564. McClatchy, Jessie, Rockford, Ill. 4 years.
565. McCormick, Julia, Chicago, Ill. 4 years.
566. McMurry, Donald L., Student University of Wisconsin. 1 year.
567. Melville, Zoe (Mrs. Arthur Balcom), Wasco, Ill. 1 year.
568. Miller, Lulu A., Rock Falls, Ill. 4 years.
569. Moorhead, Marie A. (Mrs. George Haumesser), Lisle, Ill. 3 years.
570. Morgenthaler, Edna, Lincoln, Neb. 4 years.
571. Morris, Dessa Belle, Sioux Falls, So. Dak. 4 years.
572. Morris, Kittie B., Lyndon, Ill. 4 years.
573. O'Connor, Mary A., Freeport, Ill. 4 years.
574. Plant, Ethel M., High School, Dollar Bay, Mich. 2 years.
575. Raplee, Mildred, Momence, Ill. 4 years.
576. Rogers, Bessie L., East Lansing, Mich. Michigan Agricultural
College. 3 years.
577. Root, Florence E., Student Oberlin College. 3 years.
578. Rowley, Pearl D., Libertyville, Ill. 3 years.
579. Seavey, Ruth E. (Mrs. E. Littleford), Batavia, Ill. 3 years.
580. Sheriff, Ethel R., Seattle, Wash. 4 years.
581. Small, Fayette R., Prin., Algonquin, Ill. 4 years.
582. Smith, Florence M., Sioux City, Iowa. 4 years.
583. Stevens, Eva E., Student University of Wisconsin, Madison, Wis.
3 years.
584. Taylor, Nina C., Downers Grove, Ill. 4 years.
585. Thackaberry, Mamie (Mrs. A. J. Stauber), Streator, Ill. 1½ years.
586. Thelander, Anna E., Batavia, Ill. 4 years.
587. Thomas, Esther E. (Mrs. Wynn L. Ohlmacher), Sycamore, Ill. 2
years.
588. Thompson, Launa, Elgin, Ill. 4 years.
589. Willment, Rosamond (Mrs. Fred Ater), Inverness, Montana. 2
years.
590. Wilson, Beatrice H., Aurora, Ill. 1 year.
591. Woodburn, Roy M., Student University of Washington, Seattle,
Wash. 3 years.
592. Woodley, Helen Jane, Student, Columbia University. 3 years.

CLASS OF 1910.

593. Adamson, Georgia Sarah, Geneva, Ill. 3 years.
594. Anderson, Alice B., Sioux City, Ia. 3 years.

595. Andrews, Edith H., Oak Park, Ill. 3 years.
596. Bahr, Alice May, Glen Ellyn, Ill. 3 years.
597. Barr, Ria Mildred (Mrs. J. B. McFarlane), 1760 E. 73rd St., Chicago, Ill. 2 years.
598. Barron, Louese, Chicago Heights, Ill. 3 years.
599. Bemisderfer, Katherine, Kankakee, Ill. 3 years.
600. Bickford, Helen Grace, Elmhurst, Ill. 3 years.
601. Billig, Florence Grace, Sioux City, Ia. 3 years.
602. Bishop, Georgia Isabel, Stillman Valley, Ill. 3 years.
603. Boom, Sara Lorento, Sioux City, Iowa. 3 years.
604. Brenneman, Elsa, High School, McNabb, Ill. 3 years.
605. Briggs, Leah, Elgin, Ill. 3 years.
606. Brownell, Ada Cecelia Finley, New York City. 1 year.
607. Carmichael, A. Marguerite, Austin, Ill. 1 year.
608. Carroll, Mary Elva, Maywood, Ill. 3 years.
609. Cheattle, Maude S., Chicago, Ill. 2 years.
610. Cooper, M. Bessie, Critic Teacher, W. I. S. N. S., Macomb, Illinois, 3 years.
611. Corey, Dorothy, DeKalb, Ill. 3 years.
612. Corkell, Delphine Zerelda, Chicago, Ill.
613. Cortright, Cecile J., Dixon, Ill. 3 years.
614. Crowder, Mae Grace, Warren, Ill. 3 years.
615. Davis, Lillian E., Evanston, Ill.
616. Diedrich, Anna, Rochelle, Ill. 3 years.
617. Doyle, Helen, Waukegan, Ill. 3 years.
618. Engelbrecht, Elma C., Elgin, Ill. 3 years.
619. Eriksen, Louise Julia, Student University of Illinois. 1 year.
620. Frederick, Helen Hall, Urbana, Ill. 3 years.
621. Fuller, Lulu Mae (Mrs. Will Barker), DeKalb, Ill. ½ year.
622. Gage, M. Edna, Elgin, Ill. 3 years.
623. Gale, Mamie Alice, Oak Park, Ill. 3 years.
624. Geoffroy, Elsin A., Wilmette, Ill. 3 years.
625. Gumz, Martha Emily, Aurora, Ill. 3 years.
626. Hammett, Dorothy Breese, Wheaton, Ill. 2½ years.
627. Harris, Blanche Holmes, Gardner, Ill. 3 years.
628. Hatch, Neva Pearl, Plano, Ill. 3 years.
629. Hill, Jessie Mae, Maywood, Ill. 3 years.
630. Hoffman, Blandina (Mrs. Samuel Rose), Crete, Ill. 2 years.
631. Holliston, Alice, Oak Park, Ill. 3 years.
632. Howatt, Margaret Bain, Rochelle, Ill. 3 years.
633. Johnson, Myra M., Streator, Ill. 3 years.
634. Johnston, Howard Nash, Byron, Ill. 1 year.
635. Jones, Mary Edith, Maywood, Ill. 3 years.
636. Kays, Mark, Magnolia, Ill.

637. Kern, Esther, Student University of Illinois, Champaign, Ill. 2 years.
638. Kirk, Mrs. Susie, Decatur, Ill. 3 years.
639. Kocher, Lillian A., Elgin, Ill. 2 years.
640. Koeller, Minnie N., Colvin Park, Ill.
641. Kuble, Marie, Chicago Heights, Ill. 3 years.
642. Laible, Lavina, Sioux City, Iowa. 3 years.
643. Lobdell, Gertrude Mae, Rockford, Ill.
644. Lucas, Bessie M., Long Beach, Cal. 2 years.
645. Luetke, Grace, Lombard, Ill. 3 years.
646. McGrath, Robert T., Prin. Public Schools, Kirkland, Ill. 3 years.
647. Mahaffey, Hazel, DeKalb, Ill. 3 years.
648. Marsh, Rose Mae, Chicago Heights, Ill. 2 years.
649. Middleton, Mary Mabel, Sycamore, Ill. 2 years.
650. Midgeley, Alice Mary, Elgin, Ill. 3 years.
651. Muladore, Nellie, Aurora, Ill. 3 years.
652. Murray, Anna Laura, DeKalb, Ill. 3 years.
653. Nilson, Pearl J., DeKalb, Ill. 3 years.
654. Noltemeier, Ella Frances, Streator, Ill. 3 years.
655. O'Brien, Walter L., Supt. Public Schools, Newark, Ill. 3 years.
656. Osmun, Isabel Hazel, Whittier, Cal. 3 years.
657. Paddock, Lucile, Chicago Heights, Ill. 3 years.
658. Perry, Hazel Dell, Oak Park, Ill. 3 years.
659. Peterson, Cora J. (Mrs. Frank Camp), Chicago, Ill. 1 year.
660. Phillips, Cora Mae, Princeton, Ill. 1-3 year.
661. Porter, Ruth Elizabeth, DeKalb, Ill. 3 years.
662. Randall, Claude W., Prin. Public Schools, Phoenix, Ariz. 3 years.
663. Reitsch, Lillian, Streator, Ill. 2 years.
664. Robertson, Eunice, West Chicago, Ill. 1 year.
665. Rogers, Mae, Elgin, Ill. 3 years.
666. Sanford, Helen Marion, Evanston, Ill. 3 years.
667. Shapland, Marion B., Cary Station, Ill. 3 years.
668. Shurtleff, Zada, Harvey, Ill. 3 years.
669. Smart, Cora Edna, Chicago Heights, Ill. 3 years.
670. Smart, Ella D., Chicago Heights, Ill. 3 years.
671. Smart, Grace May, Glen Ellyn, Ill. 3 years.
672. Smith, Gertie Blanche, Paw Paw, Ill. 3 years.
673. Stene, Randa, Elgin, Ill. 3 years.
674. Sullivan, Lillian Veronica, Chicago, Ill. 3 years.
675. Swank, Ada Myretta, Great Falls, Montana. 3 years.
676. Thompson, Adelia, Chicago, Ill. 3 years.
677. Thurston, Mary M., Dundee, Ill. 3 years.
678. Thye, Lillie T., Chicago, Ill. 2 years.
679. Tuthill, Maude E., Elgin, Ill. 3 years.
680. Tyrrell, Glen Homer, Student University of Chicago. 2 years.

- 681. Walker, J. Grace, High School, Wenona, Ill. 3 years.
- 682. Walther, Clarence Karl, Prin. Hibbing, Minn. Schools. 3 years.
- 683. Whitmore, Vida Louise, Downers Grove. 3 years.
- 684. Wright, Florence Mary, Polo, Ill. 3 years.

CLASS OF 1911.

- 685. Adkins, Vera M. (Mrs. Edmund Robertshaw), Oak Park, Ill.
- 686. Almloff, Edna B., 1129-13th Ave., Moline, Ill. 2 years.
- 687. Arnold, Helen F., 516 N. 16th St., Lincoln, Neb. 2 years.
- 688. Bailey, Sadie R., Chicago, Ill. 1 year.
- 689. Baker, Acenith V., Chicago Heights, Ill. 1 year.
- 690. Barr, Gertrude Mary, Genoa, Ill. 2½ years.
- 691. Bates, Mary Louise, Leaf River, Ill. 2 years.
- 692. Bell, Ada Luella, Wasco, Ill. 2 years.
- 693. Bender, Lloyd, Ward Principal, Sioux Falls, S. D. 2 years.
- 694. Benson, Mina Zoe, Seward, Ill. 2 years.
- 695. Blodgett, Berenice C., Beloit, Wis. 1 year.
- 696. Campbell, Arabel B., 11 S. Liberty St., Elgin, Ill. 2 years.
- 697. Carroll, Anna Frances, Oak Park, Ill. 2 years.
- 698. Churchill, Estella Louise, Angheim, Cal. 2 years.
- 699. Clay, Grace, 5940 Ontario St., Chicago, Ill. 1 year.
- 700. Cook, E. Edith, Des Plaines, Ill. ½ year.
- 701. Coppernoll, Ruby, Stockton, Ill. 2 years.
- 702. Darnell, Alice, Hinckley, Ill. 2 year.
- 703. Dickenson, Edythe N., Batavia, Ill. 2 years.
- 704. Donaghho, Bessie F., Silvis, Ill. 2 years.
- 705. Edmondson, Carrie B., Critic Glidden School, DeKalb, Ill. 2 years.
- 706. Eitelgoerge, Hilda F., Oak Park, Ill. 2 years.
- 707. Farmer, Mrs. Elizabeth, Springfield, Ohio, Home Makers' League.
- 708. Foote, Nina Ethel, Rock Island, Ill. 2 years.
- 709. Foster, Vena Ione, Rock Falls, Ill. 2 years.
- 710. Fuller, Lois S., Chicago Heights, Ill. 2 years.
- 711. Gilbert, Frances H., Rock Falls, Ill. 2 years.
- 712. Glanville, Gretta E., Stockton, Ill. 2 year.
- 713. Glidden, Nan L., DeKalb, Ill.
- 714. Gothard, E. Gertrude, Batavia, Ill. 2 years.
- 715. Gowdy, Helen Maud, Oak Park, Ill. 2½ years.
- 716. Graham, Ruth F., High School, Waterman, Ill. 2 years.
- 717. Grant, James Richard, Greenwood, Ark. 2 years.
- 718. Haish, Verna Mae, Rock Falls, Ill. 2 years.
- 719. Hogan, Genevieve F., Shabbona, Ill. 2 years.
- 720. Holm, Lawrence Peter, Prin. Public Schools, Leaf River, Ill. 2 years.
- 721. Hopson, Jean Elizabeth, Decatur, Ill. 2 years.
- 722. Horn, Florence L., Student University of California, Berkeley, Cal. 1 year.

733. Hubbard, Clara Belle, Belvidere, Ill. 2 years.
724. Johnson, Edith Chrystene, DeKalb, Ill. 2 years.
725. Johnson, Eleanor, H., Elgin, Ill. 2 years.
726. Johnson, Ella Marion, 327 W. Grand Ave., Beloit, Wis. 2 years.
727. Johnson, Laura Alvine, Polo, Ill. 2 years.
728. Kempson, Rosa, Shabbona Grove, Ill. 2 years.
729. Kimball, Emery, L., Prin. Public Schools, Hebron, Ill. 2 years.
730. Larsen, Gladys Marie, DeKalb, Ill. 2 years.
731. Larson, Ruth Olive, Downers Grove, Ill. 2 years.
732. Lawrence, Winnifred, Savanna, Ill. 1 year.
733. Lines, Minnie Pearl, Rock Falls, Ill. 2 years.
734. Long, Anna Rose, Batavia, Ill. 2 years.
735. McGuire, Leona Agnes, Oak Park, Ill. 2 years.
736. Mallory, Fairie J., Rollo, Ill. 2 years.
737. Manroe, Hazel A., Kingston, Ill. 2 years.
738. Marshall, Jennie B., Yorkville, Ill. 2 years.
739. Meehan, Bessie, Belvidere, Ill.
740. Melaik, Jessie L., Kewanee, Ill. 2 years.
741. Mills, Grace Sanford, Wheaton, Ill. 2 years.
742. Morris, Edith, Zion City, Ill. 2 years.
743. Myers, Florence Edna, 315 S. Vermillion St., Streator, Ill. 2 years.
744. Nelson, Minnie A., Glen Ellyn, Ill. 2 years.
745. Nichols, Lula Belle, Kirkland, Ill. 2 years.
746. Norton, Mabel L., Critic, N. I. S. N. S., DeKalb, Ill. 2 years.
747. Pettitt, Berenice Mae, Decatur, Ill. 2 years.
748. Pingry, Mabel E., Chicago Heights, Ill. 2 years.
749. Pratt, Donna L., Downers Grove, Ill. 1 year.
750. Pratt, Fannie Estelle, Oak Park, 1½ years.
751. Quinn, Lucy A., Malta, Ill. 1 year.
752. Reynolds, Ruth Irene, Riverside, Ill. 1 year.
753. Rorig, Mamie J., Elgin, Ill. 2 years.
754. Smith, Helen May, Sterling, Ill. 2 years.
755. Stemwell, Grace S., Phoenix, Ill. 2 years.
756. Strossman, Marion R., Aurora, Ill. 2 years..
757. Stubbs, Alice C., Aurora, Ill. 2 years.
758. Sullivan, Lillian Mary, Streator, Ill. 1 year.
759. Swain, Zora V., Prin. Public Schools, Fairdale, Ill. 2 years.
760. Swift, Lola E., Assistant in Biology, N. I. S. N. S., DeKalb, Ill. 2 years.
761. Thompson, Clara Julia, Batavia, Ill. 2 years.
762. Wilcox, Veva Minnie, Batavia, Ill. 2 years.
763. Willey, Lily L. (Mrs. Bruce B. Bingham), DeKalb, Ill. ½ year.
764. Wilson, Albert E., Prin. Public Schools, Wasco, Ill. 2 years.
765. Wilson, Lena R., Kingston, Ill. 1 year.
766. Wiltsie, Myra Ethel, Dundee, Ill. 2 years.

767. Wirtz, Ione May, Student Parsons College, Fairfield, Ia. 1 year.

CLASS OF 1912.

768. Anderson, Edith V., Moline, Ill. 1 year.
769. Anderson, J. Elizabeth, Batavia, Ill. 1 year.
770. Baldwin, Genevieve, Chicago Heights, Ill. 1 year.
771. Bapst, C. Berniece, Chicago Heights, Ill. 1 year.
772. Bender, Lola F., Sioux Falls, S. D. 1 year.
773. Berg, Lucile V., Chicago Heights, Ill. 1 year.
774. Blagden, Helen, Sycamore, Ill.
775. Boyce, Inez M., Batavia, Ill., High School. 1 year.
776. Brown, Ethel A., Forest Park, Ill. 1 year.
777. Burke, Josie W., Rockford, Ill. 1 year.
778. Butler, Bessie B., Naperville, Ill. 1 year.
779. Carbary, Anna E., Princeton, Ill. 1 year.
780. Carter, Nora A., Supv. of Music, Lamoni, Iowa. 1 year.
781. Clark, Emelyn J., Mendota, Ill. 1 year.
782. Cockfield, Marjorie, Polo, Ill. 1 year.
783. Coleman, Ray E., High School, West Concord, Minn. 1 year.
784. Davidson, Charlotte M., Sioux City, Minn. 1 year.
785. Dennis, Myrtle T., DeKalb, Ill. 1 year.
786. Durand, Marion B., Belvidere, Ill. 1 year.
787. Dysart, Evelyn L., Malta, Ill. 1 year.
788. Ekeberg, Effie E., Bessemer, Mich. 1 year.
789. Ekvall, Mae W., Elgin, Ill. 1 year.
790. Eldridge, Lillian M., Chicago Heights, Ill. 1 year.
791. Engelbrecht, Mabel A., Galva, Ill. 1 year.
792. Fedou, Bess A., Elgin, Ill. 1 year.
793. Gabel, Otto J., Prin. Public Schools, Malta, Ill. 1 year.
794. George, Carrie (Mrs. Wilfred Duffey), DeKalb, Ill. $\frac{1}{4}$ year.
795. Ghilain, Marie M., Algonquin, Ill. 1 year.
796. Gleason, Margaret, DeKalb, Ill.
797. Graves, Ruth W., Hinckley, Ill.
798. Griffith, Enida L., McNabb, Ill.
799. Hale, Althea M., Byron, Ill. 1 year.
800. Hamilton, Edith L., McNabb, Ill. 1 year.
801. Handley, Ethel M., Forest Park, Ill. 1 year.
802. Harrer, Lydia B., Naperville, Ill. 1 year.
803. Havens, Bertha V., Rollo, Ill. 1 year.
804. Haygreen, Maude P., Richmond, Ill. 1 year.
805. Haynes, A. Iona, Chadwick, Ill. 1 year.
806. Hitchcock, Frances L., Oak Park, Ill.
807. Hitchcock, Helen, River Forest, Ill. 1 year.
808. Holbrook, Ida B., Sterling, Ill. 1 year.
809. Holmgren, Ethel, Franklin Grove, Ill. 1 year.
810. Hueber, Maude M., Malta, Ill. 1 year.

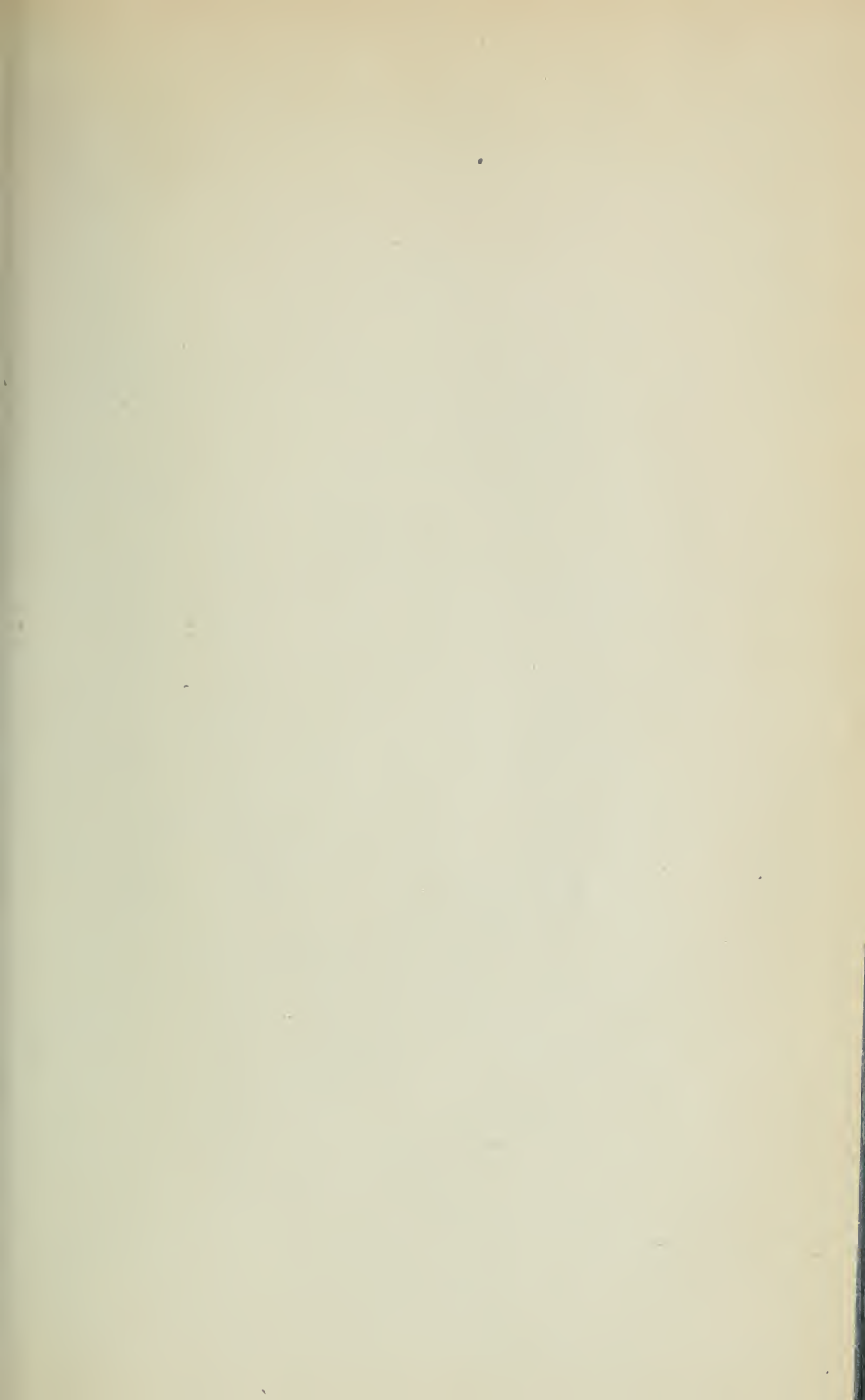
811. Humphrey, Cecil, Prin. Public Schoools, Kaneville, Ill. 1 year.
812. Hutchins, Marguerite, Rockton, Ill. 1 year.
813. Johnson, Edna L., DeKalb, Ill. 1 year.
814. Johnson, Nellie Mae, Sterling, Ill. 1 year.
815. Joiner, Mary Vera, Gurnee, Ill. 1 year.
816. Jones, Emily H., Streator, Ill. 1 year.
817. Kaufmann, Myrtle L., Student Teachers College, New York City.
818. Kavanagh, Helen C., Omaha, Neb. 1 year.
819. Kays, Lora G., Magnolia, Ill.
820. Kelso, Mildred A., DeKalb, Ill. 1 year.
821. Keyes, Ethel A., Ladd, Ill. 1 year.
821. Kilker, Gertrude L., Savanna, Ill. 1 year.
823. Kuehl, Dora B., Genoa, Ill. 1 year.
824. Lawlor, Agnes C., Dundee, Ill. 1 year.
825. Ledford, Denton, Supv. Manual Training, River Forest, Ill. 1 year.
826. Love, L. Louise, DeKalb, Ill. 1 year.
827. Lowery, Erma R., Paw Paw, Ill. 1 year.
828. Lucas, Goldie, Clare, Ill. 1 year.
829. Lyster, Grace A., Glencoe, Ill. 1 year.
830. McClain, Hazel A., Elgin, Ill. 1 year.
831. McConaughy, Ada J., Rochelle, Ill.
832. Mason, Hazel Bessie, Rockford, Ill. 1 year.
833. Miller, Neva L., Supv. of Music, Allegan, Mich. 1 year.
834. Murray, Ruth E., Morrison, Ill. 1 year.
835. Myers, Jessie I., Forest Park, Ill. 1 year.
836. Nelson, Elsie C., Rockford, Ill. 1 year.
837. Nelson, Ora A., DeKalb, Ill.
838. Patten, Barbara A., Student University of Chicago. 1-3 year.
839. Peters, Florentine, Chicago Heights, Ill. 1 year.
840. Peters, Theresa, DeKalb, Ill. 1 year.
841. Peterson, Bena M., DeKalb, Ill. 1 year.
843. Pittaway, Lois I., Kaneville, Ill. 1 year.
843. Randall, Olive, Yorkville, Ill. 1 year.
844. Reber, Besse, Leaf River, Ill. 1 year.
845. Reynolds, E. Lauretta, Dixon, Ill. 1 year.
846. Rings, Grace, Sioux City, Iowa. 1 year.
847. Schell, Lillian K., Sioux City, Iowa. 1 year.
848. Schoenholz, Julia M., Scarboro, Ill. 1 year.
849. Shager, Alta M., Rockford, Ill. 1 year.
850. Siegele, Frances M., Cicero, Ill. 1 year.
851. Skinner, Beryl, High School, Franklin Grove, Ill. 1 year.
852. Slater, Ruth, South Beloit, Ill. 1 year.
853. Small, Mae, Dundee, Ill. 1 year.
854. Smith, Mabel M., Rockford, Ill. 1 year.
855. Speaker, Edna L., Richmond, Ill. 1 year.

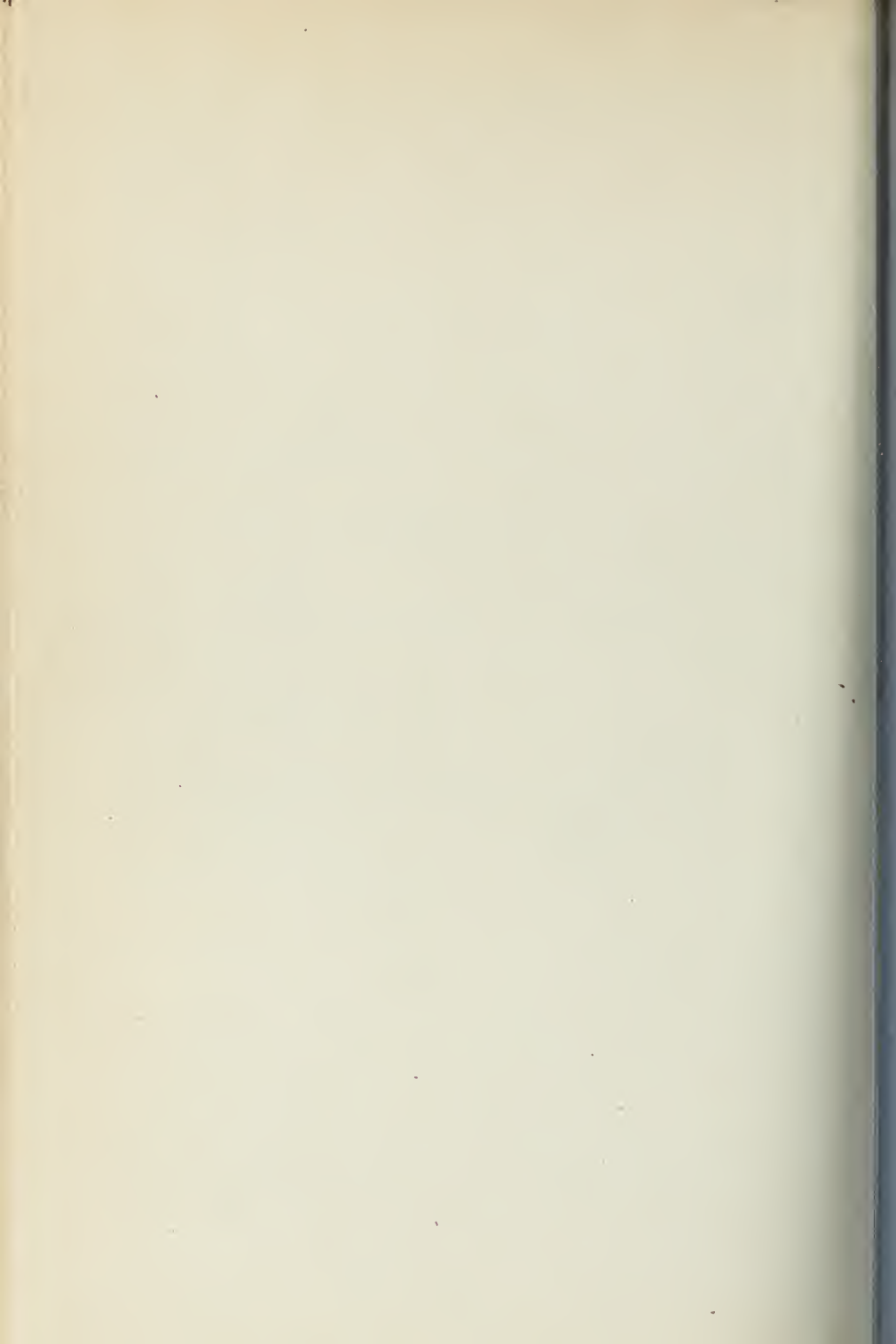
856. Stanbury, Eva, Holcomb, Ill. 1 year.
857. Stein, Marguerite, Rochelle, Ill. 1 year.
858. Studer, Emma M., Grays Lake, Ill. 1 year.
859. Thompson, Katherine A., Critic, Normal School, Macomb, Ill. 1 year.
860. Townley, G. Frank, Prin. Public Schools, Ladd, Ill. 1 year.
861. Treadwell, Mrs. Myrtle, Supv. of Music, Pasco, Wash. 1 year.
862. Valentine, Vivian, Chicago, Ill. 1-3 year.
863. Walters, Inez M., Genoa, Ill. 1 year.
864. Wendling, Elsie A., DeKalb, Ill. 1 year.
865. Wheeler, Ethel, Waukegan, Ill. 1 year.
866. Wheeler, Grace L., Libertyville, Ill.
867. Whiting, Ivan V., High School, Beloit, Wis. 1 year.
868. Whiting, Thirza, Roscoe, Ill. 1 year.
869. Williams, Florence, Libertyville, Ill. 1 year.
870. Wing, Orion, Prin. Public Schools, Poplar Grove, Ill. 1 year.
871. Wollensak, Florence P., Franklin Grove, Ill. 1 year.
872. Worsley, Maud E., Yorkville, Ill. 1 year.

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Volume XII

Number 1

AUGUST, 1914

The
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Normal School
Quarterly

DeKalb, Illinois

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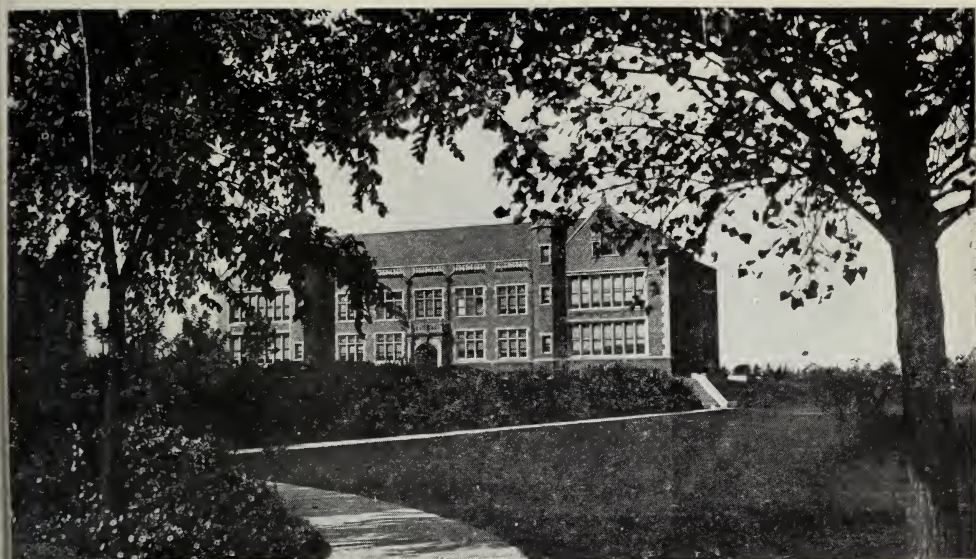
The
Northern Illinois
Normal School
Quarterly

CHICAGO, ILLINOIS

Published by The Northern Illinois Normal School
Chicago, Illinois
Volume 1, Number 1, August 1914

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JOHN CHEBAN
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**THE NORTHERN ILLINOIS
STATE NORMAL SCHOOL
QUARTERLY**

DE KALB, ILLINOIS

Volume XII AUGUST, 1914 Number 1

**Announcements, Courses of Study,
Names of the Faculty, Students and Aulmni, 1913-14**

**FIFTEENTH YEAR
Ending July 31, 1914**

2222

Extract from New Certification Law. In Effect July 1, 1914

COUNTY CERTIFICATES

SECTION 6. County certificates granted by the County Superintendent, and the requirements for the same:

* * * * *

Second.—A second grade elementary school certificate, valid for two years, in the first eight grades of the common schools of the county and in the ninth and tenth grades when endorsed for the same by the county superintendent. This certificate shall be renewable on evidence satisfactory to the county superintendent of six months' successful teaching or twelve weeks' professional training, and a second time, if, in the period following the date of issue, the holder shall have acquired eighteen weeks' professional training in any recognized school providing such training.

* * * * *

At the option of the county superintendent this certificate may be issued without examination to persons who have completed the junior year's work in a recognized Normal School, or its equivalent.

Third.—A first grade elementary school certificate, valid for three years, in the first ten grades of the common schools of the county, and in the high school when endorsed for the same by the County Superintendent. This certificate shall be renewable indefinitely for periods of three years, upon evidence of successful and professional growth satisfactory to the County Superintendent.

* * * * * This certificate shall be issued to graduates of a recognized Normal School or from an institution offering an equivalent preparation, providing the applicant has had one year of successful practice teaching, and applies for the certificate within three years after graduation.

This law does not apply to Cook County.

Faculty

JOHN WILLISTON COOK, A.M., LL.D.....	
.....	President and Professor of History of Education
CHARLES A. McMURRY, Ph.D.....	Director of Training Department
NEWELL DARROW GILBERT, A.M.....	Professor of Psychology and Pedagogy
EDWARD CARLTON PAGE, A.B.....	Professor of History
EDITH S. PATTEN, Ph.B.....	Assistant in History
ALICE R. HEPBURN, B. S.....	Assistant in History
SWEN FRANKLIN PARSON.....	Professor of Mathematics
CLARA L. HUGHES, A. M.*.....	Assistant in Mathematics
ANNA PARMELEE	Assistant in Mathematics
CHARLES W. WHITTEN, A.B.....	Professor of Physics and Chemistry
CELESTIA YOUNKER	Laboratory Assistant
RALPH E. WAGER, A.M., Ped.B.....	Professor of Biology
JESSIE R. MANN.....	Assistant in Science
LOLA E. SWIFT, A.B.....	Assistant in Science
IDA S. SIMONSON, B.L.....	Professor of Literature
JULIA E. GILBERT, Ph.B.....	Assistant in Literature
CLYDE L. LYON, A.B.....	Professor of Reading and Oratory
EVA SOUTHWORTH, B.S.....	Professor of Geography
MARY ROSS WHITMAN, A.B....	Professor of Ancient and Modern Languages
WILLIAM W. WIRTZ, A.B.....	
	Assistant in Ancient and Modern Languages and Director of Athletics
A. NEIL ANNAS, B.S.....	Professor of Music
VERA M. WISWALL, A.B.....	Assistant in Music
SAMUEL J. VAUGHN, A.B.....	Professor of Manual Training
CLELL H. PEER.....	Assistant in Manual Training
L. EVELINE MERRITT.....	Professor of Drawing
HARRIET NILES.....	Assistant in Drawing
MILDRED WEIGLEY.....	Professor of Domestic Science
BARBARA A. PATTEN.....	Assistant in Domestic Science
JESSICA FOSTER.....	Director of Physical Training
JAMES ROY SKILES, A.B.....	Principal Normal Practice School
MYRTLE L. KAUFMANN..	Critic in Grammar Grades, Normal Practice School
NORA A. CARTER.....	Assistant in Grammar Grades
ADDIE L. MCLEAN...	Critic in Intermediate Grades, Normal Practice School

* Supply for 1913-14.

FLORENCE STANLEY	Assistant in Intermediate Grades
MRS. LIDA B. McMURRY.....	Primary Critic, Normal Practice School
MABEL L. NORTON, DAISY A. TIFFY, PHYLLIS H. SMITH.....	
.....	Assistants in Primary Grades, Normal Practice School
FLOYD R. RITZMAN, A.B.....	Principal, Glidden Practice School
CARRIE B. EDMONDSON.....	Critic Eighth Grade, Glidden Practice School
ELSIE M. WENDLING.....	Critic Seventh Grade, Glidden Practice School
TILLIE C. BAIE.....	Critic Sixth Grade, Glidden Practice School
BERTHA HUNTSMAN.....	Critic Fifth Grade, Glidden Practice School
EDNA TAZEWELL.....	Critic Fourth Grade, Glidden Practice School
MARY FITCH.....	Critic Third Grade, Glidden Practice School
GOLDA F. SHERWOOD.....	Critic Second Grade, Glidden Practice School
E. LOUISE ADAMS.....	Critic First Grade, Glidden Practice School
JOSEPHINE M. JANDELL.....	Librarian
EVA I. McMAHON, B.L.S.....	Assistant Librarian
LYNDETH C. LUND.....	Clerk
OLIVE L. SWIFT.....	Assistant Clerk
ELLA H. SHAFER.....	Health Officer
FRANK K. BALTHIS.....	Superintendent of Grounds
GEORGE W. SHOOP.....	Superintendent of Buildings
JAMES A. CLARK.....	Engineer

ADDITIONAL TEACHERS AND LECTURERS

SUMMER SCHOOL.

MABEL J. DEWEY.....	Literature
HILMA ROSS.....	Primary Method
KATE M. STODDARD.....	Mathematics
E. B. COLLETT.....	Science
MERTON W. WILSON.....	Mathematics
ESSIE CHAMBERLAIN.....	English Grammar
LEON G. SELBY.....	Manual Training
THOMAS VANCE	Psychology
CLARA B. SPOHN.....	Geography
JESSIE M. ANDERSON.....	Physical Training

LECTURERS.

W. H. HATCH.....	Superintendent of Schools, Oak Park, Ill.
W. R. FOSTER.....	County Superintendent, LaSalle County
W. W. COULTAS.....	County Superintendent, DeKalb County
J. S. MCBRIEN.....	U. S. Bureau of Education

The Normal School of Canning under the direction of the Educational Department of the State Federation of Women's Clubs will hold its sessions in the Normal School building on July 13, 14 and 15.

On July 17 or 18, Miss Mabel Carney, of the Illinois State Normal University, will bring the cast of country life play for one or possibly for two presentations.

On July 9 the Ben Greet players will give two plays on the Campus.

Northern Illinois State Normal School

The Northern Illinois State Normal School was established by an act of the General Assembly in 1895 and began its first term on September 12, 1899. It exists primarily for the purpose of preparing teachers for the public schools of Illinois. It is located in DeKalb. The town contains a population of eight thousand. It is situated on the Omaha division of the Chicago and Northwestern Railway, on a branch of the Chicago Great Western, on the Chicago, Milwaukee and Gary, and on the Spring Valley branch of the Chicago and Northwestern. It is fifty-seven miles from Chicago, and easily reached from any part of Northern Illinois. The town has fine water, electric lights, paved streets, and two electric interurban roads. It is at the center of a most fertile and prosperous country and has a healthful and bracing climate.

The material equipment of the institution is admirable. The Campus contains sixty-seven acres. A native grove occupies several acres on the south and southwest. A lake of good dimensions lies on the southeast. It affords good skating in the winter and good boating when the ice is out. The rest of the campus is varied in surface with an excellent athletic field on the northwest on which is a commodious grandstand with baths. The immediate site of the buildings is terraced and adorned with sunken gardens, trees and shrubs. A large school garden lies on the north. An electric interurban railroad runs to the west door and connects the school with the railway stations and the county seat seven miles away. The road connects with another running to Genoa and Marengo, thus affording easy access from a large portion of Northern Illinois. It also connects with a second electric road to Aurora and intermediate points.

The buildings are three in number, the main building, the training school building, and the plant house. A fourth building is furnished by the city for the uses of the training school and is located a half mile distant in the residence portion of the city. A dormitory for women is now in process of erection.

The main building is one of the most admirable of its class. It is three hundred eighty feet long and two hundred eighty feet in extreme depth. The auditorium has a seating capacity of twelve hundred. There are abundant class rooms, excellent library accommodations and laboratories, a large gymnasium with baths, drawing and music rooms, rooms for arts and crafts, halls for literary societies and other student enterprises, a study hall, a lecture room, teachers' offices, lanterns and, in short, all necessary appliances for a highly superior equipment.

The training school building adjoins the main building and was especially planned for the needs of a Normal School. It contains the ordinary eight rooms of a graded school building and an additional smaller room in connection with each for the uses of beginners with groups. It has an assembly room, the customary play rooms, offices, and also large quarters for manual training and domestic science. It is equipped with showers and swimming tank, teachers' rooms, library and lavatories.

An excellent green house under the care of a skilled botanist and gardener furnishes ample material for decoration and for study.

CONDITIONS OF ADMISSION.

There are eight ways of entering the school:

First—A course of one year will be offered to graduates of reputable colleges, who will be admitted upon presentation of their diplomas.

Second—Graduates of good high schools having four-year courses will be admitted to a two-year course upon presentation of their diplomas. These high schools will be designated as "accredited schools."

Third—There are many schools with shorter courses whose graduates will be admitted to a three-year course upon presentation of their diplomas. These schools form a second group of "accredited schools."

Fourth—Persons holding a teacher's certificate will be admitted without examination and will be assigned to suitable courses.

Fifth—Students who have been connected with other State Normal Schools can enter upon presentation of their records if they have been honorably discharged from such institutions. All work done in such institutions will be passed to their credit here.

Sixth—Graduates of the eighth grade of rural schools are granted free tuition for four years by winning first place in a competitive examination, held by the county superintendent of schools, in accordance with an act passed in 1905.

Seventh—There are many persons who have none of the above qualifications and yet are well prepared to do work in the Normal School. Such persons should correspond with the president with regard to admission.

We have no preparatory department. If you are in doubt as to your qualifications write to the president and the matter can be determined ordinarily by correspondence.

Every candidate should present a certificate of good moral character, signed by some responsible person. This will be insisted upon in all cases.

BOARDING.

Nearly all the students of this institution board in clubs. There are several large club houses especially constructed and completely furnished for the accommodation of students, near the school buildings. They contain large dining rooms and are fitted with all the modern conveniences for dormitory purposes. In addition to these there are many private houses, near good boarding clubs, in which admirable rooms may be rented at reasonable rates. The accommodations are excellent in quality, and are within a few minutes' walk of the school. Facilities for self-boarding are also available and at moderate rates.

Boarding places can be secured by correspondence, although it is better to defer the selection of rooms until they can be inspected personally. The portion of the town occupied by the students has been made peculiarly attractive by public spirited citizens. Very pleasant homes are thus made available at moderate prices. Representatives of the boarding clubs are deputed to meet incoming trains and to aid students in securing satisfactory places. Twenty-five cent carriages meet the trains, and when strangers are in doubt as to what to do they are advised to go at once to the president, who will give them personal attention.

EXPENSES.

Excellent board, including room, can be secured at \$4.50 to \$4.75 a week. The incidental expenses are substantially what students make them and vary for different persons. No tuition is charged. The only expense connected with instruction is a term fee of two dollars, which is payable in advance at the beginning of each term. The expense for books and stationery is about twenty-five dollars for the full course.

COURSES OF STUDY.

Thirteen courses leading to diplomas are offered:

1. A one-year course for college and Normal School graduates, not leading to a degree.
2. A two-year course for graduates of four-year high schools that are on the accredited list of the University of Illinois. Graduates of four-year high schools that are not accredited can make up their conditions here.
3. A three-year course for graduates of high schools having shorter courses, and for others of equivalent preparation.
4. A four-year course including classical training.
5. A four-year course for winners of township scholarships.
6. A five-year course for scholarship graduates of country schools who wish to become teachers.
7. A two-year course in domestic science for the preparation of special teachers of the subject in elementary schools.

8. A two-year course in manual training for the preparation of special teachers of the subject in elementary schools.

9. A two-year course in drawing for special teachers in elementary schools.

10. A two-year course in vocal music for the preparation of special teachers of music in elementary and secondary schools.

11. A one-year course for college or university graduates, leading to the degree of Bachelor of Education.

12. A two-year course for Normal School graduates, leading to the degree of Bachelor of Education.

13. A three-year course to prepare for departmental instruction.

The foregoing courses all lead to diplomas. In addition to these courses special lines of work are offered to students who wish to teach in country schools. Others who wish to elect short courses will be welcome and will be accorded such privileges as their preparation warrants.

Graduates of accredited high schools who complete course two will be admitted to the junior year of the University of Illinois and to a number of other universities on the same footing.

PUPIL TEACHING.

All teaching is done in the city schools of DeKalb. Two schools are used for this purpose. One of them is in the Normal Training-School Building; the other is in one of the city buildings. Each is an eight-grade school and is equipped with all of the modern facilities.

Only half-day work is done unless pupils prefer to teach the whole day. The teacher either takes charge of a room or acts as an assistant. At least one term of room charge is necessary for the completion of the course. This work must receive the approval of the supervising critic in order to gain a passing credit. Two terms of this work are required unless the teacher shows so marked a degree of proficiency as to indicate that the time could be more advantageously devoted to the study of some of the regular or elective courses. In such a case two majors may be taken instead of one of the two terms. Students who are engaged in teaching attend all teachers' meetings of their grades.

ILLUSTRATIVE LESSONS.

For the illustration of special methods in dealing with class exercises, illustrative lessons are given each week. These lessons are conducted by critic teachers, by teachers from the Normal department, or by students who have shown unusual skill in the training school. The classes are selected successively from the grades of the training school. The exercises are freely criticised in the light of pedagogical principles. Pupil teachers are required to attend.

In the development of the various subjects of the curriculum that bear immediately upon the work of the grades, similar exercises are employed in the regular classes of the Normal department. The teacher of grammar, for instance, desiring to show how a certain phase of the

subject should be presented to a class of children, employs a class from the training school for that purpose. By means of such exercises and by their free discussion a pedagogical consciousness is awakened in the Normal students, and they are thus led to a conscious application of the principles of teaching and to self-criticism of their success in applying them.

THE LIBRARY.

An admirable library of more than eighteen thousand volumes, well catalogued, is available for the use of the students. A competent librarian and assistant are always present to render needed assistance. The library is open from eight to twelve on Saturday.

GYMNASIUM.

A spacious gymnasium, furnished with bowling alley, baths, dressing rooms and suitable apparatus, is one of the features of the institution. For field work there is a fine athletic field with track and grand stand.

A special director of physical training has charge of the women and a similar arrangement is provided for the men. The ordinary gymnasium and field games are employed for healthful and pleasing exercise and a systematic course in school-room free gymnastics with appropriate apparatus is supplied.

MANUAL TRAINING.

Two shops, one for the Normal students and another for the children of the training school, afford excellent opportunities for manual training work. Seven rooms, with proper equipment, provide needed facilities. Wood-work, metal work, pottery, printing and book-binding are offered and courses in construction work in primary grades are on the elective list. The institution prepares special teachers of this subject for elementary schools.

SCHOOL GARDEN.

Ample space is afforded for a school garden, which is worked out under the direction of the science department.

DOMESTIC SCIENCE.

A well equipped domestic science department with a highly competent director and assistant furnishes courses that are intended more especially for the seniors, but special students are at liberty to elect them.

The department also offers a two-year course for suitably prepared students, which fits them for special work on this line in elementary and secondary schools. The rooms in the Normal building are utilized for the Normal students and a large room in the training school building is provided for the children.

VOCAL MUSIC.

A course of one year in vocal music is required of all students except college and Normal School graduates. The purpose of the course is to prepare room teachers to give suitable instruction in singing.

The institution offers a two-year course for those desiring to become supervisors of music in public schools.

Students who play in bands or orchestras are requested to bring their instruments.

STUDENT ORGANIZATIONS.

1. The Ellwood Literary Society. Meetings on Saturday evenings.
2. The Glidden Literary Society. Meetings on Saturday evenings.
3. Young Women's Christian Association, with a suitable room.

These associations extend a hearty welcome to all prospective students. They are important factors in the school life, and their members take an active interest in the welfare of every student. Upon arriving at DeKalb those who come for the first time should look for the young men wearing the badge of the institution, who will be on hand to assist in finding agreeable homes.

4. The Football Team.
5. The Baseball Team.
6. The Treble Clef Society.
7. The Dramatic Club.

"THE NORTHERN ILLINOIS."

"The Northern Illinois" is a monthly magazine published in the interest of the school and is managed by a board of directors selected by the student body.

"The Norther" is published annually by the senior class.

COURSE OF STUDY.

COURSE 1.

THE ONE-YEAR COURSE for College and Normal School graduates, and not leading to a degree, requires the completion of ten term-majors and one term of half-day room charge in the training school. The subjects to be taken are to be determined by personal conference and are selected from those given in Courses 2, 3, and 4. An educational thesis of not less than fifteen hundred words is required from each candidate.

For details respecting the one-year degree course for college graduates see Course 11.

COURSE 2.

THE TWO-YEAR COURSE is outlined herewith. The requirement for admission is graduation from a four-year high school on the accredited list of the University of Illinois. Graduates of partially accredited schools may also enter this course, but will be required to work off their conditions here or elsewhere before graduation.

Two terms of half-day teaching in the training school, one of which must be in charge of a room, are required for graduation. If, however, such superior skill is exhibited as to make such requirements unwise, two studies may be taken in lieu of one term. Substitutions for certain of the subjects will be permitted where it seems the wiser plan.

The electives and substitutions are chosen from the list following Course 3.

Graduates of this course are admitted to the junior year at the University of Illinois, Northwestern University, the University of Wisconsin and several other institutions of similar standing. Correspondence is solicited with the students who desire preparation for advanced university credits.

I.	II.	III.
Geography4	Reading4	Grammar4
Drawing1—5	Drawing1—5	Drawing1—5
Biology4	Phonics2	Biology4
Drawing1—5	Biology4	Drawing1—5
Arithmetic4	Drawing1—5	History4
Music1—5	History4	Music1—5
Psychology4	Music1—5	App'd Psychology.4
Music1—5	Psychology4	Music1—5
Physical Train...2	Music1—5	Physical Train...2
	Physical Train...2	Themes1
	Themes1	
IV.	V.	VI.
Teaching or 2	Teaching or 2	Teaching or 2
electives10	electives10	electives10
Physics 5	Algebra 5	Geometry 5
Literature 4	History of Edu-	History of Edu-
Themes1—5	cation 4	cation 5
	Themes1—5	

An educational thesis of not less than fifteen hundred words is required for graduation. Those expecting to be principals of schools will have one period of school management each week.

It will be observed that "Teaching or 2 electives" appears in the IV, V and VI terms' work. Only two terms are required, but the teaching work goes on each term. In the term in which a student does no teaching two majors are required instead.

Graduates of this course who desire to prepare for departmental instruction are offered an additional year of work. It will consist of four recitation periods a day for one year. Courses will be offered in science, geography, history, mathematics and English. The whole time may be devoted to science. Two subjects may be selected and half of the time given to each. Still other adjustments are permissible.

A suitable diploma will be awarded for this post graduate work.

COURSE 3.

THE THREE-YEAR COURSE follows the accompanying outline. The requirements for admission are less definitely defined than in the preceding course, as many candidates are relatively mature, but lack the technical preparation required by the higher institutions. In general the preparation should be substantially equivalent to what is implied in graduation from a three-year high school course. Graduates from such schools will be permitted certain substitutions if desired. Personal conference or correspondence will determine the work to be done.

Liberal credits are allowed by higher institutions for the work in this course.

The requirements for practice teaching are the same as in the preceding course.

I.		II.		III.	
Reading	5	Meteorology	5	Pedagogy	4
Phonics	2	Arithmetic	5	Drawing	1—5
History	5	Geography	4	Geography	4
Grammar	4	Drawing	1—5	Music	1—5
Drawing	1—5	Grammar	4	Algebra	4
Music	2	Drawing	1—5	Drawing	1—5
Physical Train'g..	2—4	Music	2	Nature Study.....	4
		Physical Train'g..	2—4	Music	1—5
		Themes	1	Physical Train'g..	2
				Themes	1
IV.		V.		VI.	
Algebra or Latin..	5	Geometry	5	Geometry or Latin.	5
Geography	5	Latin or Literature	5	Literature	5
Psychology	4	Psychology	4	App'd Psychology..	4
Drawing	1—5	Drawing	1—5	Drawing	1—5
Biology	4	Biology	4	Biology	4
Drawing	1—5	Drawing	1—5	Drawing	1—5
Themes	1	Themes	1		
VII.		VIII.		IX.	
Teaching or 2		Teaching or 2		Teaching or 2	
electives	10	electives	10	electives	10
Physics	5	Chemistry	5	Ancient History.....	5
Rhetoric	5	Civics	5	History of Educa-	
				tion	5

Latin may be continued through the second year by making permissible substitutions. If preferred, German may be taken instead of Latin.

An educational thesis of not less than fifteen hundred words is required for graduation.

Those expecting to be principals of schools will have one term of school management.

Observe what is said on page 14 about "Teaching or 2 electives."

Substitutions can also be made for Latin in the third year.

Electives will be chosen from the following list. The studies are not of necessity confined to the particular terms under which they are listed.

ELECTIVES AND SUBSTITUTIONS.

Fall Term.		Winter Term.		Spring Term.	
Latin	5	Latin	5	Latin	5
German	5	German	5	German	5
Literature	5	Literature	5	Literature	5
Sociology	5	Sociology	5	Sociology	5
Ethics	5	Ethics	5	Oratory	5
Oratory	5	Astronomy	5	Drawing	5
Drawing	5	Drawing	5	Primary Method	5
Logic	5	Civics	5	Intermediate Method. 5	
English History	5	History of Education 4		7th and 8th Grade	
Advanced Nature		Primary Method	5	Method	5
Study	5	Intermediate Method. 5		Physiography	5
Primary Method	5	7th and 8th Grade		Political Economy... 5	
Intermediate Method. 5		Method	5	Geology	5
7th and 8th Grade		Rhetoric	5	Advanced Nature	
Method	5	History of Illinois... 5		Study and Agricul-	
		Chemistry	5	ture	5
		Advanced Nature		Philosophy of Educa-	
		Study	5	tion	5
		College Algebra..... 5		Trigonometry	5

COURSE 4.

THE FOUR-YEAR CLASSICAL COURSE contains the pedagogical work of the three-year course and a Latin, Greek or German course. The requirements for admission are similar to those of the three-year course with credits in the languages where the work has been well done.

FIRST YEAR.

First Term.		Second Term.		Third Term.	
Latin	5	Latin	5	Latin	5
Geography	4	English Grammar... 4		Pedagogy	5
History	5	Arithmetic	5	Algebra	4
Arithmetic	4	Reading	5	Biology	4
Music	2	Music	2	Music	2

SECOND YEAR.

First Term.		Second Term.		Third Term.	
Cæsar and Composi-		Cæsar and Composi-		Cæsar and Composi-	
tion	5	tion	5	tion	5
Algebra	5	Biology	4	Literature	5
Biology	4	Geometry	5	Biology	4
History	5	Literature	5	Geometry	5
Drawing	2	Drawing	2	Drawing	2

THIRD YEAR.

First Term.		Second Term.		Third Term.	
Cicero and Composi-		Vergil	5	Vergil	5
tion	5	German or Greek... 5		German or Greek... 5	
Rhetoric	5	Psychology	4	Psychology	4
German or Greek... 5		Civics or Political		Literature or Physi-	
Psychology	4	Economy	4	cal Geography 5	
Drawing	2	Drawing	2	Drawing	2

FOURTH YEAR.

First Term.	Second Term.	Third Term.
De Senectute and	German or Greek.... 5	Hist. of Education... 5
De Amicitia or	Livy or Physics..... 5	2 Electives10
Physics 5	Teaching10	German or Greek or
German or Greek.... 5		Chemistry 5
Teaching10		

An educational thesis of not less than fifteen hundred words is required of each candidate for graduation. Weekly exercises in composition extend through the whole course.

Two terms of half-day teaching are required.

COURSE 5.

FOUR-YEAR COURSE FOR EIGHTH GRADE GRADUATES HOLDING SCHOLARSHIPS AND FOR OTHERS OF SIMILAR QUALIFICATIONS.

The Forty-fourth General Assembly passed what is commonly known as the "Lindly Bill." This law provides for the gratuitous instruction for four years in any state Normal school in Illinois, of the winners of the township scholarship which this act created. The following sections of the law will explain the methods of procedure to those who desire to avail themselves of the advantages which it offers.

Section I. Be it enacted by the people of the State of Illinois, represented in the General Assembly: that in order to equalize the advantages of the state Normal schools, there shall be awarded annually, to each township, or fractional township, a scholarship which shall entitle the holder thereof to gratuitous instruction in any state normal school for a period of four years. Provided, that any township having a population exceeding one hundred thousand inhabitants, shall be entitled to five scholarships.

Section II. The County Superintendent shall receive and register the names of all the applicants for such scholarships, and shall hold an examination, or cause an examination to be held, in each township for the benefit of graduates of the eighth grade. Provided, that where a township is divided by county lines the County Superintendent in whose county the sixteenth section is situated shall have charge of the examination in such township.

Section III. All examinations shall be held on the second Saturday in May in each year, according to the rules and regulations prescribed by the Superintendent of Public Instruction, and the pupil found to possess the highest qualifications shall be entitled to such scholarship. Provided, however, that such pupil shall be a resident of the township in

which such examination is held. And, provided, further, that where no application is received from any township, the County Superintendent shall assign the pupil found to possess the next highest qualifications to that township.

Section IV. The County Superintendent shall certify the names and addresses of all successful applicants with the number of the township to which each pupil is accredited, to the Superintendent of Public Instruction, who shall issue to each pupil a certificate of scholarship, which shall be accepted by the authorities of any state normal school in lieu of any entrance examination, and shall exempt the holder thereof from the payment of tuition, or any term, matriculation, or any incidental fee whatsoever.

It will be observed that this course is purely academic. Upon its completion a diploma will be awarded, which will be distinguished from the regular Normal School diploma by suitable designation. Pupils finishing the first two years of this course will be admitted to the Three-Year Course for the preparation of teachers. Those finishing the entire course will be admitted to the Two-Year Course of the Normal department. Upon completion of that course they will be admitted to the junior year of the University of Illinois and of other institutions of similar grade.

Students in this course will be admitted to all the privileges of the regular Normal students. There is thus placed at their disposal an institution of very superior equipment. The two-hour minors require little outside study.

GENERAL COURSE.

FIRST YEAR.

Fall Term.	Winter Term.	Spring Term.
Arithmetic 5	Arithmetic 5	Bookkeeping 5
Nature Study 4	English 5	Agriculture 4
or Latin 5	Reading 5 (6 wks.)	or Latin 5
or Agriculture 5	Geography 5 (6 wks.)	English 5
English 5	El. Physics 4	Geography 5
Reading 4	or Latin 5	Spelling 4
Spelling 1	or Agriculture 5	Shop 2
Shop 2	Spelling 1	Drawing 2
Drawing 2	Shop 2	
Writing 2	Drawing 2	

SECOND YEAR.

Fall Term.	Winter Term.	Spring Term.
Algebra 5	Algebra 5	Algebra 5
Zoology 5	Physiology 5	Botany 5
or Foods 5	English 5	English 5
English 5	Greek and Roman	Roman Hist. 5
Greek Hist. 5	Hist. 5	or Latin 5
or Latin 5	or Latin 5	or Agriculture 5
or Agriculture 5	or Agriculture 5	Drawing 2
Drawing 2	Drawing 2	Music 2
Music 2	Music 2	

Students completing the foregoing work, or its equivalent, will be admitted to a Three-Year Course in the Normal department without examination.

THIRD YEAR.

Fall Term.	Winter Term.	Spring Term.
Geometry 5	Geometry 5	Geometry 5
Physics 5	Physics 5	Physics 5
Med. Hist. 5	Med. and Mod. Hist. 5	Mod. Hist. 5
Literature 5	English 5	Literature 5
or Latin 5	or Latin 5	or Latin 5
Drawing 2	Drawing 2	Drawing 2

FOURTH YEAR.

Fall Term.	Winter Term.	Spring Term.
*Chemistry 5	*Chemistry 5 (6 wks.)	*Sociology 5
American History 5	Physical Geography 5	Physical Geog. 5
Commercial Arith. 5	(6 wks.)	Civics 5
*Geology 5	Civics 5 (6 wks.)	*Astronomy 5
Drawing 2	American Hist. 5	
or Manual Train. 2	(6 wks.)	
	*Commercial Geog. 5	

ELECTIVE LIST.

Fall Term.	Winter Term.	Spring Term.
Literature 5	Literature 5	Rhetoric 5
Latin 5	Latin 5	Latin 5
†Manual Training 10	†Manual Training 10	Public Speaking 5
†Domestic Arts 10	†Foods 10	†Sanitation 10
Meteorology 5	Economics 5 (6 wks.)	Economics 5
Agriculture 5	Agriculture 5	Agriculture 5
Advanced Read. 5		Solid Geometry 5
†These studies are not, of necessity, limited to the terms in which they are listed.		

COURSE 6.

A FIVE YEAR COURSE FOR SCHOLARSHIP PUPILS AND OTHER GRADUATES OF COUNTRY SCHOOLS AND FOR GRADUATES OF THE EIGHTH GRADE OF TOWN SCHOOLS.

FIRST YEAR.

The first year in Course 5.

SECOND YEAR.

The second year in Course 5.

THIRD YEAR.

First Term.	Second Term.	Third Term.
Reading(3) 5	Arithmetic(3) 5	Pedagogy(3) 4
History(3) 5	Geography(3) 4	Geography(3) 4
Grammar(3) 4	Grammar(3) 4	Nature Study... (3) 4
Physics or Latin(5) 5	Physics or Latin(5) 5	Physics or Latin(5) 5
Drawing(5) 2	Drawing(5) 2	Drawing(5) 2
Phys. Training..(3) 2	Phys. Training..(3) 2	Phys. Training..(3) 2
	Themes(1) 1	Themes(3) 1

*Optional.

FOURTH YEAR.

First Term.	Second Term.	Third Term.
Geometry(5) 5	Geometry(5) 5	Geometry(5) 5
Psychology(3) 4	Psychology(3) 4	Applied Psychol- ogy(3) 4
Biology(3) 4	Biology(3) 4	Biology(3) 4
Med. History or Latin(5) 5	Mediæval a n d Modern Hist. or Latin.....(5) 5	Mod. History or Latin(5) 5
Observation 2	Observation 2	Themes 2

FIFTH YEAR.

First Term.	Second Term.	Third Term.
Rhetoric(3) 5	Literature(3) 5	Literature(3) 5
Physics or Chem- istry(5) 5	Civics(3) 5	History of Edu- cation(3) 5
Teaching half-day	Teaching half-day	Physical Geog- raphy(3) 5

The figures in parentheses indicate the number of the courses with which the subjects are taken.

Substitutions for several of these courses can be taken if thought to be better for the students.

COURSE 7.

TWO-YEAR COURSE FOR TEACHING HOME ECONOMICS.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Physics 5	General Chemistry 5	Qual. Chemistry 5
Bacteriology and Sani- tation 5	Foods II 5	Literature 5
Psychology 4	Psychology 4	Sewing I and Tex- tiles 4
Foods I 5	Physiology 4	Design 1
		Psychology 4
		Themes 1

SECOND YEAR.

First Term.	Second Term.	Third Term.
Foods III 5	Rhetoric 5	History of Education 5
Method 4	History of Educa- tion 4	Sewing II 5
Teaching 10	or Sociology 5	Household Chem- istry 5
	Design 2	Special Teaching
	Drafting 3	
	Foods IV 5	

This course is planned to prepare teachers of Cooking and Sewing for the grades. Additional training or experience may permit them to teach in secondary schools. Half-day teaching in the Training School is required in addition to the teaching of the special subjects because of the needs of towns that cannot afford special teachers of Home Economics. This also strengthens the pedagogy of the special teacher.

Foods I.—The production, manufacture, structure, composition and preparation of foods.

Foods II.—A continuation of Course I for four weeks. The remain-

ing eight weeks are devoted to physiology.

FOODS III.—Chemistry of Foods and Dietetics. Applications to more advanced problems of food preparations, invalids' and infants' foods. Serving of meals for different sums of money.

FOODS IV.—Lunch Room management and practice.

SEWING I.—Hand and machine sewing applied to simple garments. Study of textiles and fabrics.

SEWING II.—Designing and making of more complicated garments. Practice in fitting.

DESIGN.—Development of standards of designing of clothing and house furnishing.

DRAFTING.—A study of the use of patterns.

TEACHING OF HOME ECONOMICS.—Discussion of methods and courses, cost of equipment and maintenance. Observation of classes in this subject in the Training School.

Students in other courses may elect such of these courses as they are prepared for.

COURSE 8.

TWO-YEAR COURSE IN MANUAL ARTS.

The purpose of this course is the preparation of teachers of manual training for elementary schools and for woodwork in secondary schools.

Graduation from an accredited high school or an equivalent training is a prerequisite for admission to this course. Graduates of colleges and state normal schools will receive credit for satisfactory work done in such institutions.

FIRST YEAR.

First Term.	Second Year.	Third Term.
Mechan. Drawing 5	Mech. Drawing 5	Mechan. Drawing 5
Benchwork 10	Benchwork 10	Benchwork 10
Printing 10	Metal work 10	Book-binding 10
Psychology 4	Psychology 4	Psychology 4

SECOND YEAR.

First Term.	Second Term.	Third Term.
Mechan. Drawing 5	Mech. Drawing 5	Mech. Drawing 5
Design 5	Design 5	Free-hand Drawing 5
Turning and Pattern-making 5	Turning and Pattern-making 5	Hist. of Education 5
Elementary construction 5	Teaching	Teaching
Literature 5		
Courses, equipments and methods 5		

COURSE 9.

DRAWING.

TWO-YEAR COURSE FOR SPECIAL TEACHERS IN PUBLIC SCHOOLS.

Graduation from an accredited high school, or equivalent scholarship, with a natural aptitude for drawing, is a prerequisite for this course.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Psychology4	Psychology4	Pedagogy4
Literature5	Literature5	Nature Study4
Drawing10	Drawing10	Drawing10
Elementary	Elementary	
Construction5	Construction5	
Manual Training.....5		

SECOND YEAR.

First Term.	Second Term.	Third Term.
Ancient History.....5	Hist. of Education....4	Hist. of Education....5
Blackboard illustration and Courses of Study and Methods of Study.....5	History of Art.....10	Teaching10
Rhetoric5	Primary Method.....5	Drawing10
Drawing10	Teaching5	

EXPLANATION OF THE COURSES IN DRAWING.

FIRST YEAR.

First Term.—Principles of design, working out definite problems for the manual arts.

Second Term.—Principles of perspective as shown in still life, groups, interiors, exteriors, street scenes and landscapes in pencil outline, pencil painting and charcoal.

Third Term.—Mechanical drawing.

SECOND YEAR.

First Term.—Use of blackboards.

Second Term.—The history of art will be a lecture and study course. Photographs and lantern slides will be used.

Third Term.—Method, courses of study, water colors.

COURSE 10.

TWO-YEAR COURSE IN MUSIC.

This course is intended for the preparation of teachers and supervisors of vocal music in public schools. Candidates for graduation must be graduates of accredited high schools.

Private lessons in voice culture and accompanying are open only to students in the course.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Psychology4	Psychology4	Psychology4
Literature for Children5	Method5	Methods5
Ear Training and Dictation4	Sight Singing4	Sight Singing5
Primary Method5	Ear Training and Dictation4	Ear Training and Dictation4
History of Music2	Voice Culture1	Voice Culture1
Voice Culture1	History of Music2	History of Music2
Chorus Work1	Chorus Work1	Chorus Work1
Accompanying1	Accompanying1	Accompanying1

SECOND YEAR.

First Term.	Second Term.	Third Term.
Rhetoric5	Sight Singing3	History of Education5
Sight Singing3	Literature5	Sight Singing3
Harmony2	Harmony2	Harmony2
Theory2	Theory2	Theory2
Teaching10	Teaching5	Teaching5
Voice Culture1	Methods3	Methods3
Accompanying1	Voice Culture1	Voice Culture1
	Accompanying1	Accompanying3
		Musical Appreciation..1

COURSE 11.

SPECIAL THREE-YEAR COURSE IN DRAWING AND MUSIC.

The requirements for admission are the same as for Course 10.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Psychology4	Psychology4	Psychology4
Literature for Children5	Sight Singing5	Sight Singing5
Elementary Construction5	Elementary Construction5	Nature Study4
Drawing10	Drawing10	Drawing10
Primary Method5	Music Method5	Music Method5
		Chorus1

SECOND YEAR.

First Term.	Second Term.	Third Term.
Sight Singing3	Sight Singing3	Sight Singing3
Voice1	Voice1	Voice1
Accompanying1	Accompanying1	Accompanying1
Ear Training and Dictation4	History of Art10	Ear Training and Dictation4
Art Method and Blackboard Illustration5	Ear Training and Dictation4	Music Method3
Teaching10	Music Method3	Teaching Music5
Chorus1	Teaching Music5	Teaching Drawing ...5
	Chorus1	

THIRD YEAR.

First Term.	Second Term.	Third Term.
Ancient History.....5	Literature5	History of Educa....5
Rhetoric5	Teaching Drawing ...5	Music Appreciation ...1
Drawing10	Manual Training5	Drawing10
Music History2	Music History2	Music History2
Theory2	Theory2	Theory2
Harmony2	Harmony2	Harmony2
Voice1	Voice1	Voice1
Accompanying1	Accompanying1	Accompanying1
	Themes1	

DEGREE COURSE.

COURSE 12.

THE ONE-YEAR COURSE leading to the degree of Bachelor of Pedagogy is open to graduates of colleges and universities under the following conditions:

1. The applicants must possess the qualifications requisite for admission to the graduate schools of the University of Illinois, the University of Chicago or Northwestern University.

2. The requirements for graduation are four courses, each one year in length, and occupying five recitation periods per week.

3. These four courses may be selected from the Degree Courses given below, but must be satisfactory to the Faculty. Not all of these courses are given each year, and the previous work of the applicant will be taken into account in determining the selection.

DEGREE COURSE.

COURSE 13.

THE TWO-YEAR COURSE leading to the Degree of Bachelor of Education is presented in the rules given herewith.

RULES.

By an act of the General Assembly of Illinois this institution was authorized to confer degrees upon students who should finish courses of instruction of suitable quality and length. The same law authorized three of the other four State Normal Schools to perform the same office.

The following uniform rules were adopted:

1. The degree conferred by the Illinois State Normal Schools shall be known as Bachelor of Education.

2. Graduates of Illinois State Normal Schools, or of other State Normal Schools of equal rank, shall be admitted to the Illinois State Normal Schools to two years of graduate study leading to a degree.

3. Graduates of colleges whose graduates are admitted to the graduate schools of the University of Illinois, University of Chicago or Northwestern University, shall be admitted to a course of graduate study of one year leading to a degree.

4. The requirements for each year's work in graduate study shall consist of four courses each a year in length, five hours a week.

5. Normal school graduates shall be permitted to take three of the eight courses in absence, provided that the courses be taken under the direction of the faculty of the Normal School, and that the final examination be taken at the Normal School directing these courses.

6. The work done by the Normal School graduates in approved colleges, as defined in rule 3, may be accepted as an equivalent of four of the eight courses required for a degree; the other four courses must be taken in residence at the school conferring the degree.

The courses to be offered for the year 1914-15 will be determined by the wishes of those making application for the degree. Such application should be made before the first of September, 1914.

COURSES FOR THE DEGREE OF BACHELOR OF EDUCATION.

1. LITERATURE DEGREE COURSE.

FIRST YEAR:

First Term.—Ballad and Epic Poetry.

Studies in the early English Ballads, the developed folk epic, the modern art epic, the minor forms of narrative poetry.

2. Second Term.—Lyric and Dramatic Poetry and the Dramatic Monologue.

The earlier and later English writers; the sonnet, the ode and memorial verse; the typical forms of the drama of Shakespeare and the poetical monologue of Tennyson and Browning.

3. Third Term.—The Essay, the Short Story, and the Novel.

Study of the various forms of the Essays, of the development and forms of the Short Story, and some survey of the history of the Novel with a study of the narrative art of typical novels.

SECOND YEAR:

4. First Term.—Nineteenth Century Poetry.

From Wordsworth and the later romantic writers to Arnold.

5. Second Term.—American Poetry.

Bryant, Poe, Emerson, Longfellow, Whittier, Lowell, Holmes, Whitman, Lanier, and the later minor writers.

6. Third Term.—Literature for Children. (Optional with Course 7.)

A cultural study of the types of literature for children; as, child verse, the fairy story, the myth and fable and animal story, the Bible story, ballad literature, the more developed literature of heroism and adventure, and poems of nature.

7. Third Term.—The Teaching of Literature. (Optional with Course 6.)

A more specific preparation for teaching literature in the high school. This will include the study of material with reference to the courses of study and to manner of presenting it.

2. ENGLISH COMPOSITION—ONE-YEAR DEGREE COURSE.

1. First Term.—Advanced Rhetoric.

2. Second Term.—Composition.

Narrative and descriptive writing, with study of narrative and descriptive literature. Short themes and longer fortnightly themes.

3. Third Term.—Composition.

Expository and argumentative writing, including work in composition for public speaking. Study of illustrative literary selections. Short themes and longer fortnightly themes.

3. MANUAL TRAINING. DEGREE COURSE.

Material for two-year credits may be selected from Course 8.

4. LATIN. DEGREE COURSE.

FIFTH YEAR.

First Term.—Selections from Horace's Odes and Satires, with special attention to the private life of the Romans and other allusions contained therein. Prosody.

Second Term.—Plautus and Terence, one play each.

Third Term.—Review of Latin Literature. Reading of representative authors in selections. Note book.

SIXTH YEAR.

First Term.—A Teacher's Course in Cæsar. An intensive study of portions of the text, with special attention to the historical background. Gallic life and customs, and politics back of the conquest.

Second Term.—A Teacher's Course in Cicero. An intensive study of the Catiline Conspiracy with its political and historical background.

Third Term.—A Teacher's Course in Vergil. Intensive study of portions of the twelve books, with the legend, mythology and history incidents. Roman customs.

Throughout the course emphasis will be laid upon the manner of presentation and the relative value of difficulties to be overcome by the student.

Prerequisite: A four-year high school course in Latin.

5. GERMAN. DEGREE COURSE.

THIRD YEAR.

Group-reading in Schiller and Goethe. Two plays for each author will be read and discussed. These will be selected from the following: Die Braut von Messina, Wallenstein, Maria Stuart, Die Jungfrau von Orleans, Egmont, Iphigenie auf Tauris, Torquato Tasso. In this course some careful translation, both written and oral, will be done, but the bulk of the work will be carried on in German. Special attention will be paid to the historical setting of each play.

FOURTH YEAR.

The reading of Heine's *Die Harzreise* and a brief survey of German literature. About a term and a half will be given to a consideration of the methods of teaching beginning German and *Wilhelm Tell*. A systematic review of the grammar covered in the first year's work will be given. This will be largely in the form of prose, and the memorizing of selected phrases and sentences. From time to time the student will observe and take charge of the beginning class. The work in *Tell* will cover the historical setting, careful rendering of difficult passage and an examination of doubtful passages. The development of the various plots will be carefully considered.

6. EXPRESSION. ONE YEAR. DEGREE COURSE.

This course is designed to fit students to become teachers of reading, public speaking and dramatic art in secondary schools.

I. PHONICS. Breath control. Relaxation and control of body. Concentration. Imagination in relation to vocal expression. Development of emotional power. Literary interpretation. Recitals.

II. Forms of the drama. Character study. The monologue. Dramatization of studies. Folk plays. Presentation of scenes from good modern plays. Stage management. Presentation of the Shakespearean play.

III. Fundamentals of public address. Study of great orations. Extemporaneous speaking. The debate. Practice in public speaking before the school.

Opportunities will be offered in the course for the conduct of classes and for the coaching of plays under personal supervision.

7. PHYSIOGRAPHY. DEGREE COURSE.

Advanced Course, one year.

This course will cover in the first two terms the work outlined in Salisbury's Advanced course, with laboratory and field work and a large amount of collateral reading. The principles and methods of physiography in the secondary school and the selection of material will be given special consideration.

The third term will be given to a study of meteorology.

8. GEOGRAPHY. DEGREE COURSE.

Advanced Course:

First Term:—Eurasia, a study of the physical and economic geography of the continent. The geology, physiography, and climate, as factors in location and development of natural resources; influence of physiographic regions and developments of the various peoples; problems of the Oriental countries.

Second Term:—Principles of geography, based upon previous work on North America and Eurasia. Meaning and scope of geography; distribution and characterization of land forms and climates; natural resources, their relation to man's distribution and industrial and social development; relation of geography to other sciences.

Third Term:—A study of countries and their chief products and industries as determined by soil, climate, geographical situation; trade routes, seaports; centers of commerce and industry, their location; exports and imports; chief articles of trade, their sources and relative importance.

9. VOCAL MUSIC. DEGREE COURSE.

A one-year credit may be selected from Courses 11 for specials, p. 25.

10. PHYSICS. DEGREE COURSE.

Those who elect physics will be expected to pursue the course throughout the year. At least four periods per week must be spent in the laboratory and three in recitation, lectures, etc. An advanced text book will be used. Following is the schedule of work by terms:

Fall Term:—Mechanics and Sound.

Winter Term:—Magnetism and Electricity.

Spring Term:—Heat and Light.

Prerequisites:—A year of physics in an accredited high school, or its equivalent, and trigonometry.

11. CHEMISTRY. DEGREE COURSE.

Students who elect chemistry will be expected to pursue the course throughout the year. At least four periods per week must be spent in laboratory practice and three in recitation, lectures, etc. During the fall term a good high school text will be used. In succeeding courses more advanced texts will be used.

Fall Term:—General Chemistry, continuing the course in elementary chemistry offered for undergraduate students. Special emphasis will be put upon metals, the reduction of ores, and other commercial and industrial applications of chemistry.

Winter Term:—Qualitative analysis.

Spring Term:—Organic chemistry and the chemistry of sanitation.

Prerequisites:—A half year of chemistry in an accredited high school, or its equivalent.

12. BOTANY. DEGREE COURSE.

This course, if chosen, should be carried throughout the entire year. The Biology of the Junior year is a prerequisite. The work is intended primarily for those who intend to specialize in historical science, but will be of service to elementary teachers. Assistance in undergraduate laboratory courses will constitute a portion of the course.

Fall Term:—Composites; Cryptogams.

Winter Term:—Bacteriology; History.

Spring Term:—Plant Physiology, Economic Plant Families.

13. ZOOLOGY. DEGREE COURSE.

This course, if elected, should be carried throughout the entire year. The Biology of the Junior year is a prerequisite. The work is intended primarily for those who intend to specialize in biological science, but will be of service to elementary teachers. Assistance in undergraduate laboratory courses will constitute a portion of the course.

Fall Term:—Invertebrates (with emphasis on Insects).

Winter Term:—Vertebrates (except birds); Embryology.

Spring Term:—Birds; Pond Fauna.

14. HISTORY OF THE UNITED STATES. DEGREE COURSE.

ONE YEAR.

Fall Term—*Territorial Development*—Progressive unfolding of the continent (discoveries and explorations). Territorial claims of European nations. Territorial Grants. Land claims of the states. Changes in boundaries and boundary disputes (nation and state).

Second Term—*Slavery*—Origin of slavery. Slavery in colonial days (attitude of British government and of colonists). White servitude. Negro plots. Slavery in Revolutionary days. Cotton gin. Slave trade. South becomes pro-slavery. Growth of anti-slavery. Final struggle. Slavery in Illinois.

Third Terms—*Growth of Union*—Isolation of the colonies. Colonial unions. Unions of revolutionary times. Articles of confederation. Constitution. Nature of American federalism. Development of the sentiment of union. Anti-union manifestations (Hartford convention, nullification, secession).

15. MODERN EUROPEAN HISTORY. DEGREE COURSE.

ONE YEAR.

First Term—France in the eighteenth century, including the Revolution. Projection of Russia into European history. Rise of Prussia. Social, industrial, intellectual, and religious spirit of the age.

Second Term—Napoleonic era. Reconstruction of Europe after the Napoleonic wars. Industrial revolution. Revolution of 1848. Unification of Italy and Germany. Third French republic.

Third Term—British Empire in the nineteenth century. Political and social reforms. Russia in the nineteenth century. Turkey, Expansion of Europe. Present day problems.

16. DRAWING. DEGREE COURSE.

Two one-year courses may be selected from Course 9 for specials.

17. DOMESTIC SCIENCE. DEGREE COURSE.

Two one-year courses may be selected from Course 7 for specials.

18. MATHEMATICS. DEGREE COURSE.

TRIGONOMETRY—FALL TERM.

Geometrical demonstration will be employed to give meaning to the trigonometric functions. Many problems will be given to help fix the formulas and to give practice in the use of the tables. Text: Conant.

COLLEGE ALGEBRA—WINTER TERM.

Prerequisite: Trigonometry.

A brief review of the theory of exponents and the quadratic equation. The Binomial Theorem; Equations above the Second Degree; Inequalities; Ratio and Proportion; Variation; Progressions; Logarithms; Permutations and Combinations; Series; Continued Fractions. Text: Rietz and Crathorne.

ANALYTIC GEOMETRY—SPRING TERM.

Prerequisites: College Algebra.

The topics will be taken up in the following order: Co-ordinate System; The Locus of an Equation; the Equation of a Locus; Equation of the First Degree; Transformation of Co-ordinates; The Circle.

The Parabola; The Ellipse; The Hyperbola; General Equation of the Second Degree; Spirals.

19. HISTORY OF EDUCATION. DEGREE COURSE.

A one-year course covering ancient and modern education.

1. Fall Term.

Selected topics from Greek, Roman, medieval and modern education to the 20th century.

2. Winter Term.

The development of secondary education and training of teachers for such schools.

3. Spring Term.

The school system of the United States, including a general survey of the development of education in this country.

20. PHILOSOPHY OF EDUCATION. DEGREE COURSE.

A half year course with Rosenkranz as a text.

21. PSYCHOLOGY. DEGREE COURSE.

A one-year course in the history of Psychological theories.

The Greeks, Plato and Aristotle, Modern Psychologists, and more especially Wolff, Locke, Leibnitz, Herbart, Wundt, Mill, Spencer, Hall, Dewey and James.

22. LEADING PROBLEMS OF THE MODERN ELEMENTARY SCHOOL. DEGREE COURSE.

One Year's Work.

FALL TERM.

Recent development of the course of study in the U. S. Expansion of studies in response to school needs. Crowding of the curriculum and remedy. Double difficulty of simplifying and enriching the course of study. A basis for organization of studies in the curriculum. Relative values and inter-relation of studies. Relation of formal to content studies, a projected course of study. Criticism of present curricula.

WINTER TERM.

Units of study in the form of types for organizing the subject matter in History, Science, Literature, Geography, and Manual Arts.

Illustrative types worked out and discussed for the leading studies.

The working out of units of study and the organization of subject matter by students.

SPRING TERM.

The general principles of method applied to the several studies.

Illustrative lessons in various subjects and grades.

Difficulties of class room work. Individual versus class instruction. Teaching children how to study. The use of illustrative materials and libraries.

Text books and their use. The problem of supervising teachers.

ANALYSIS OF SUBJECTS IN COURSES NOT LEADING TO A DEGREE. PSYCHOLOGY, PEDAGOGY, PHILOSOPHY OF EDUCATION.

MR. COOK AND MR. GILBERT.

1. PEDAGOGY.—Third term, Courses 3 and 4. Four hours a week.

The course shows that the past is a foundation of all future knowing, how individual notions may be effectively presented to classes of children, how the mind passes to more general phases of knowledge, and how the mind returns to the more significant interpretation of facts by the application of general notions or laws. Along with these studies there are observations of illustrative lessons with children, the making of lesson plans and a discussion of some fundamental school problems.

TEXT: McMURRY'S METHOD OF THE RECITATION.

2. PSYCHOLOGY.—First year, course 2; second year, course 3; third year, course 4. Four hours a week.

This course occupies one year. The first term is devoted to a study of the intellect; the second, to the feelings and the will; the third, to the method of the subjects of the elementary school.

A psychology text is used the first two terms. The McMurray method books are used the third term with illustrative class exercises with children.

3. PHILOSOPHY OF EDUCATION.—Last term, Senior year. Five hours a week. Elective.

The text is Rosenkranz's Philosophy of Education. The course covers Parts I and II.

4. HISTORY OF EDUCATION.—Fifth and sixth term, Course 2, and ninth term, Course 3. Four hours and five hours a week.

TEXT: MONROE'S HISTORY OF EDUCATION.

SCHOOL ORGANIZATION AND MANAGEMENT.

MR. GILBERT.

A course will be given in the spring term for those preparing for principalships.

HISTORY AND CIVICS.

MR. PAGE AND MISS PATTEN.

1. HISTORY.—Second term, Course 2. Four hours a week.

The term is devoted to a careful study of the principles of method in history. The work in all grades of the elementary school is considered. The principles and theories involved are brought out by assigned reading and class discussion. Due consideration is given to the best available material for the various grades of work.

TEXT: MACE'S METHOD IN HISTORY.

2. HISTORY OF ILLINOIS.—Third term, Course 2. Four hours a week.

A course in which those events of Illinois History which are of national importance are studied.

TEXT: SMITH'S STUDENT'S HISTORY OF ILLINOIS.

3. HISTORY.—First term, Course 3. Five hours a week.

The term is devoted to a study of American history. Instead of a general survey of the whole field of our history, a limited number of topics is selected. Those typical in their character and those which, grouped together, give a view of great movements or important phases of our history, are the chosen ones. The great purpose of the term's work is not the acquisition of new facts, but rather the power to interpret facts. Keen interpretative ability is regarded as a fundamental of method.

TEXT: McLAUGHLIN'S HISTORY OF THE AMERICAN NATION.

4. HISTORY.—Ninth term, Course 3. Five hours a week.

To obtain skill in interpreting the history of other peoples, one term is devoted to the study of the principal periods of Ancient History.

TEXT BOOK: WEST'S ANCIENT HISTORY.

5. CIVICS.—Eighth term, Course 3. Four hours a week.

Two principal thoughts guide the work in civics. The first is that our political institutions are the result of an evolutionary process. The second is that certain fundamental principles have determined the character of our political institutions. In emphasizing and illustrating these ideas, the main facts in the structure of our government (local, state and national), are brought out. The whole course is a practical illustration of method. Incidentally, specific methods are presented. Much collateral reading is done and special research is made.

TEXT BOOK: JAMES AND SANFORD'S GOVERNMENT IN STATE AND NATION.

6. GREEK AND ROMAN HISTORY.—Second year, Course 5. Five hours a week.

TEXT: WOLFSON'S ESSENTIALS OF ANCIENT HISTORY.

7. MEDIAEVAL AND MODERN HISTORY.—Third year, Course 5. Five hours a week.

TEXT: WEST'S MODERN HISTORY.

8. AMERICAN HISTORY.—Fourth year, Course 5, tenth and eleventh terms.

TEXT: JAMES AND SANFORD.

9. CIVICS.—Fourth year, Course 5, eleventh and twelfth terms.

TEXT: Advanced Civics. Forman.

10. SPECIAL METHOD IN HISTORY.—Elective, winter term, Senior year. Five hours a week.

A study of special methods for teachers, covering sources of material, choice of facts, organization of facts, interpretation, time relation, geographic influences, use of original sources, maps and graphic charts, pictures, the library, historical material, etc., with practical illustrations. Much attention is given to a discussion of available material.

TEXT BOOK: BOURNE'S TEACHING OF HISTORY AND CIVICS.

11. ENGLISH HISTORY.—Elective fall term, Senior year. Five hours a week.

Emphasis is laid upon those phases and periods of English History which are of special significance to Americans.

TEXT: CHEYNEY'S SHORT HISTORY OF ENGLAND.

12. MEDIAEVAL HISTORY.—Elective, second term, Senior year. Five hours a week.

The term is devoted to intensive study of a limited field of history. Most of the available material, both of primary sources and of secondary authorities, is accessible in the library. Thoroughness of mastery, and not extent of ground covered is the aim. Among the chief purposes of the term's work are the following: To learn the historic processes, to learn how to search out information from books, to gain an idea of the

vastness of the subject of history, to divorce the student from dependence on a text book, to train the judgment in weighing the value of material and in selecting that which suits one's purposes, to learn to generalize from a mass of materials, etc. The topics selected for this intensive work may be varied from year to year.

13. CIVICS.—Elective, winter term, Senior year, Course 2. Five hours a week.

Taken with No. 5, with an additional recitation each week devoted to special topics.

14. POLITICAL ECONOMY.—Elective, spring term, Senior year. Five hours a week.

The aim is to inculcate a thoroughly intelligent and practical view of the subject. The evolutionary and theoretical methods are chiefly used, though some observations are made.

TEXT: BULLOCK'S ELEMENTS OF ECONOMICS.

The library is unusually strong in the department of history. Care is not spared to make it systematic and comprehensive. Not only are the leading secondary authorities to be found on our shelves, but also a liberal supply of the sources most useful to the student. Constant additions are being made to the list of books and every new demand is met as promptly as possible. The library is a government depository, and receives all the publications of the United States government. Several thousand volumes has been received.

MUSEUM OF HISTORY.

During the past two years the department of history has been developing a working museum. Already there have been acquired several thousands of objects such as illustrate the life of the past. These are installed in rooms always open to the public and are so labelled as not to require catalogue or guide. The articles are loaned out to the schools, just as books are loaned from the library. In every way the endeavor is to make the use of historical material an integral part of the teaching of history.

DEPARTMENT OF SCIENCE.

MR. WAGER, MR. WHITTEN, MISS MANN, MISS SWIFT.

STUDENT LABORATORY ASSISTANT.

The subjects included in this department are Meteorology, Nature Study, Zoology, Hygiene and Applied Science, Human Physiology, Botany, Physics, Chemistry, and Elements of Agriculture and Horticulture.

The aim of the department is to furnish scientific training for the teachers of nature study, and it is the purpose so to unify the different courses as to make each contribute to this end without sacrificing the peculiar interest of any subject.

1. METEOROLOGY.—Second term, Course 3. Five hours a week.

A course in elementary science, with special reference to weather phenomena. Recording of local data; physics and chemistry of the atmosphere; forecasting; weather study in the grades.

MR. WHITTEN.

2. NATURE STUDY.—Third term, Course 3. Four hours a week.

The aim of the course is (1) to give the student a speaking acquaintance and appreciation of the commonest living things in his environment; and (2) to make a somewhat exhaustive study of birds and their economic importance. Emphasis is laid upon field work.

1. Identification and study of trees in their winter condition.
2. Study of elm twig.
3. Study of a typical flower.
4. Study of willow blossoms and comparison with other tree blossoms as they appear.
5. Field study of birds.
6. Classification of birds. Economic importance. Migration of birds.
7. Census of birds' nests on campus and vicinity.
8. Exhaustive study of nesting birds for a period of one day.
9. Birds in relation to agriculture, with especial emphasis upon hawks and owls, woodpeckers, sparrows and warblers.
10. Collect seeds of elm, maple, and box elder and preserve in sand bed for planting nursery.
11. Study of fruit production of the dandelion as illustrative of the overproduction of plants and the consequent struggle for existence among plants.
12. Life history and economic importance of the toad.
13. Nature diaries are to be kept throughout the term.

MISS MANN.

3. NATURE STUDY.—First term, Course 5. Five hours a week.

This course is designed (1) to interest the young student in the common out-of-door phenomena, and (2) to give him a more scientific and detailed knowledge of two economic problems, forestry and dairying.

1. Identification of trees and fall flowers.
2. Identification of common weeds; study of their manner of distribution and method of control.
3. Gathering and preserving of seeds from campus, flower garden, shrubs and trees.
4. Making of soft cuttings; transplanting of same.
5. Study of planting of bulbs.
6. Making and storing of hard cuttings—grape, currant, and ornamental shrubs.
7. Study of woods, with especial reference to their economic value. Make collection of different kinds of wood. Study of cross section of stem.
8. Forestry problems. Value and care of trees. Distribution and conservation of our native forests.

9. Dairying. Breeds of dairy cattle. Testing of milk. Care of milk and its relation to health. Relation of bacteria to sanitary milk production. Butter making. Study of butter substitutes and of laws regulating their manufacture and sale. Cheese making.

10. Observation on out-of-door phenomena connected with the change of seasons and the preparation of plants and animals for winter.

4. BIOLOGY.

It is the aim of the year's work in this subject to acquaint the student with typical forms of plant and animal life to the end of understanding as far as possible the nature of the forces at work in the world of living things. It is believed that it is necessary that the teacher have as broad a training as possible in the science of living things in order that he may approach the teaching of Elementary Science or Nature Study with understanding. Such a training makes possible a deeper insight into the significance of fundamental processes and supplies standards for judgment in relative values. The work is carried on by textbook study, laboratory work and out-of-door excursions. Along with the scientific study of any organism is made the attempt to understand it in all of its relations to man and his welfare.

The seasonal changes make the division of the work into three parts a matter of convenience, although the placement of zoology in the fall term does not preclude the study of fall flowers, nor of botany in the spring the study of pond life at that time. The larger topics may be outlined and grouped as follows:

1. ZOOLOGY.—First term, Course 2; fourth term, Course 3.

The work begins with a study of insects since at this time these animals are particularly abundant. It is thought that these animals should be understood, since they play so important a part in the life of man. This is followed by other invertebrate forms, emphasis being placed upon **the unity of physiological processes**, though attended by a difference in morphology. The bearing of this study upon the theory of evolution is not lost sight of. Discussions of prehistoric forms are introduced to the end that a comprehensive notion may be had of the range of life, both in time and diversity of forms.

2. PHYSIOLOGY.—Second term, Course 2; fifth term, Course 3.

The study of the vertebrates is completed. This serves as a fitting introduction to the study of man's body. In connection with the various forms previously taken up, an examination is made into their physiological processes, so that the study of the human body becomes largely comparative in its nature. Here again, emphasis is laid upon those processes which are common to all living things.

As a basis of hygienic living, a study is made of food and food values. Calculations of dietaries in fuel value. Study of bacteria and their relation to disease; the application of the facts learned to sanitary principles.

3. BOTANY.—Third term, Course 2; sixth term, Course 3.

The study of the plant as an organism. An examination by experiment and observation into the manner in which the plant lives. Out of this study are developed certain principles applicable to agriculture.

At such points in the work as are opportune the organization of materials for Nature Study lessons is introduced. Some time is spent in investigating the aim and materials of Elementary Science and Nature Study.

A few of the lower plant forms are taken up, such as pleurococcus, spirogyra, moss, fern, etc.

In connection with all of the work a note book is kept, in which are incorporated the drawings made in the laboratory and such descriptions and lecture notes as are deemed important.

MR. WAGER.

4. ECONOMIC ZOOLOGY.—Fourth term, Course 5. Five hours a week.

The aim of this course is (1) to acquaint the student with the vast importance of insects, their relation to man, and their control. (2) To acquaint him with the mammals indigenous to his region and methods of controlling such as are pests. (3) To study types and breeds of farm animals.

1. Study of typical insect; its morphology, life history, and economic importance.

2. Students of the life history of the Monarch Butterfly as a typical lepidopterous insect. Economic importance of other members of the group.

3. Study of some of the commonest bugs of economic importance—aphids, chinch bug, and cicada.

4. Life history of the housefly and its importance as a carrier of disease.

5. Life history of the mosquito and its relation to the spread of disease.

6. Study of the community life of the bee from observation hive.

7. Sparrow as weed and seed destroyers.

8. Field and laboratory studies of native mammals.

9. Types and breeds of farm animals.

MISS MANN.

5. PHYSIOLOGY.—Fifth term, Course 5. Five hours a week.

MISS MANN.

6. PLANT STUDIES.—Sixth term, Course 5. Five hours a week.

It is the aim of this course (1) to acquaint the student with the plant as an organism; (2) to identify the common wild and cultivated plants; (3) to determine the characteristics of some of the principal plant families.

1. Study of buds and bud management.

2. Grafting and planting of hard cuttings.

3. Study of seeds and their germination.

4. Study of the structure and function of roots.

5. Study of stem structure; function of parts with experiments.

6. Structure and function of leaf.

7. Study of some of the spring flowers as representatives of some term, Course 3. Five hours a week.

8. Study of two or three typical flowerless plants, such as *spirogyra*, mold and moss. Especial emphasis is to be laid upon the fungi of economic importance.

9. Relation between flowers and insects.

10. Origin of fruit from the flower.

11. Planting of home grounds for decorative purposes.

12. Nature diaries are to be kept throughout the term.

MR. WAGER AND MISS MANN.

12. **ADVANCED NATURE STUDY AND AGRICULTURE.**—Senior year. Elective. Five hours a week.

A consideration of the work in Nature Study and Elementary Science throughout the grades during the fall, winter and spring terms. Field excursions; choice of subject matter; collection, preservation and study of material; intensive treatment of a few topics appropriate to the season; a course of nature study for the grades; the literature of nature study; values and aims; relations to other subjects; observation and discussion of lessons in the grades. This work will be helpful not only to grade teachers, but also to prospective teachers of High School Science.

7. **PHYSICS FOR GRADE TEACHERS.**—Fourth term, Course 2, and Seventh of the more important plant families.

This course aims to give knowledge of the elements of physics, adequate to the needs of grade teachers, and to organize the subject both as to matter and method in such a way as to make the work easily adaptable to nature study courses in the grades. Some topics will be organized in detail for grade work and will serve as types for the study of Physical Science topics for children.

The course is recommended for all students who are planning to teach in the grades.

MR. WHITTEN.

8. **ADVANCED PHYSICS.**

This course is designed more especially for students who expect to teach physics in the high school or who are preparing for an examination. It will consist of laboratory practice and recitation work covering about one-half of the subject matter in a good advanced text. Students who enter this course should have had a thorough course in elementary physics. Elective. It will be given only in the Fall or Winter term.

MR. WHITTEN.

9. **CHEMISTRY.**—Eighth term, Course 3. Five hours a week.

A study of the more important elements and their compound. Inductive development of chemical laws. Chemistry of familiar things. Elective where not required.

MR. WHITTEN AND MISS YOKER.

10. **QUALITATIVE ANALYSIS.**—Five double periods a week. Lectures, recitations and laboratory practice in the ordinary processes of inorganic Qualitative Analysis. Required of Domestic Science students. Elective for others. Courses 9, or its equivalent, is a prerequisite. Spring term.

MR. WHITTEN AND MISS YOKER.

11. **ORGANIC AND HOUSEHOLD CHEMISTRY.**

The larger typical groups of organic compounds are studied from tests and by laboratory practice. Special application is made to the study of water, milk, and other material of interest to the housekeeper. Required of Domestic Science students. Elective for others. Courses 9 and 10, or other equivalents, are prerequisites. Spring term. Five double periods per week.

MR. WHITTEN AND MISS YOKER.

12. **PHYSICS.**—Seventh, eighth and ninth terms, Course 5. Five hours a week.

A high school course. Special effort will be made to connect the work with real life and thus to give it concrete connection. The study of the text will be accompanied by numerous demonstrations and laboratory exercises.

MR. WHITTEN.

13. **ELEMENTARY PHYSICS.**—Course 5, four hours a week.

The object of this course is an elementary study of some of the more common appliances through which physical laws are made to contribute to human progress. The work consists of the study of the text, use of reference books, and numerous laboratory exercises.

MISS MANN.

MATHEMATICS.

MR. PARSON, MISS PARMELEE.

1. **ARITHMETIC.**—First term, Course 2. Four hours a week.

The primary aim of this course is to fit the students to teach arithmetic most effectively to children. The work consists of a thorough examination of the subject for the purpose of discovering its logical organization and unfolding as well the pedagogical method of its presentation.

2. **ARITHMETIC.**—First term, Course 3. Four hours a week. Second term, five hours a week.

The work of the first term consists of a careful study of the science of arithmetic. Especial attention is given to presenting this part of arithmetic to children.

The second term is devoted to the application of arithmetic to practical affairs. Measurements and percentage are fully treated.

3. **ARITHMETIC.**—First term, Course 5. Four hours a week. Second term, five hours a week.

An academic treatment of the subject.

4. COMMERCIAL ARITHMETIC.—Tenth term, Course 5. Five hours a week.

5. GEOMETRY.—Seventh, eighth and ninth terms, Course 5. Five hours a week.

6. BOOKKEEPING.—Third term, Course 5. Five hours a week.

7. ALGEBRA.—Fifth term, Course 2. Five hours a week.

The work of this course is a thorough review and intensive study of the more difficult topics of the elementary algebra. To enter this course the student should have had a year or more of algebra in a good high school.

8. ALGEBRA.—Third and fourth terms, Course 3. Four and five hours a week.

This course is intended for students who have had but a limited training in algebra. It aims to distinguish sharply between illustration and demonstration of mathematical truth and to lead the student to an appreciation of the exactness and rigor of the science.

9. GEOMETRY.—Sixth term, Course 2. Five hours a week.

This course extends over one term of twelve weeks and is devoted in the main to solid geometry. To enter this course students must have had at least one year of high school work in plane geometry.

10. GEOMETRY.—Fifth and sixth terms, Course 3. Five hours a week.

This course extends over two terms of twelve weeks each and includes plane and solid geometry. It is arranged for students who have had less than a year of work in the subject.

11. TRIGONOMETRY.—Spring term, Senior year. Five hours a week. Elective.

12. COLLEGE ALGEBRA.—Winter term, Senior year. Five hours a week. Elective.

LANGUAGE.

MISS WHITMAN AND MR. WIRTZ.

1. ENGLISH GRAMMAR.—Third term, Course 2. Four hours a week.

The work in English Grammar is largely inductive. Both literary English and our own every-day speech furnish material for study. First, the passages chosen are considered with a view to discovering the principles of sentence structure and the properties of words, by virtue of which they are capable of filling their various offices in the sentence; second, original statements of the principles discovered are made. The student also forms his own definitions of technical terms used. The textbooks serve chiefly for reference and corroboration of the student's own discoveries.

During the entire course the emphasis is laid on the analysis of the sentence, and all intensive study is made to be a means to the full interpretation of the sentence in its essential form.

2. ENGLISH GRAMMAR.—First and second terms, Course 3. Four hours a week.

The work in English Grammar for the three-year course covers the same ground as that for the two-year course; however, since two terms are devoted to it by the three-year pupils, a more detailed study of each topic is possible. The thought must be seen back of the sentence before this is possible.

Much attention is given to method of presentation in the grades through discussion in the class-room and actual work with the children of the Training School. An important feature of the work is the examination of text-books in grammar, both for the purpose of acquiring skill in interpreting authors and to judge of the merits of the books for use in the grades.

It will be observed that Latin is offered as an elective in the three-year course. The object in this is both to introduce a culture study and to offer opportunity for further strengthening in English. The advantage of the study of an inflected language, such as Latin, is two-fold: first, one gains an insight into grammatical relations that can scarcely be attained from any other source; second, it not only offers opportunity for, but demands fine distinctions both in thought and expression. For outline, see the statement of course in Latin.

3. LATIN.—Course 4. Five hours a week.

FIRST YEAR.

First Term.—Study of inflectional forms and simpler constructions, with constant drill in vocabulary and comparison of Latin and English modes of expression.

Second Term.—Further study of forms and constructions and reading of easy Latin. Reading of Latin aloud intelligently. Simple prose composition.

Third Term.—Completion of the Beginner's Book; review of syntax; consecutive reading.

SECOND YEAR.

First Term.—Cæsar, books I and II. Prose composition.

Second Term.—Cæsar, books III and IV or selections from other books. Prose composition.

Third Term.—Cicero, Orations against Catiline I-IV. Prose composition and study of historical setting, argumentation and literary style.

THIRD YEAR.

First Term.—Cicero, The Oration for Archias and Manilian Law. Prose composition.

Second Term.—Five hours a week. Vergil's Aeneid, books I-III. Much attention paid to narrative, mythology and scansion. Prose composition.

Third Term.—Vergil's Aeneid, books IV-VI. Review of Prose Composition.

FOURTH YEAR.

First Term.—Cicero de Senectute and de Amicitia. Careful review of syntax.

Second Term.—Livy, book XXI. Prose composition.

Third Term.—Livy, book XXII. Prose composition.

4. GERMAN.—Course 4. Five hours a week.

THIRD YEAR.

First Term.—Elementary German. Study of principles of German grammar, with much practice in pronunciation, reading and speaking. As a text some grammar, such as Thomas's or a beginning book as Vos's Essentials of German, is used. As soon as practicable Gluck Auf is begun and carried on with the grammar work.

Second and Third Term.—Completion of grammar or beginning book and Gluck Auf. Reading of two or three easy texts taken from the following: Zehokke's "Der Zerbrochene Krug," "Immensee," "L'Arrabbiata," "In St. Jurgen." In using these the work is divided between covering the lesson by translation and the question and answer method. Frequently easy German from other books is read and the class is required to reproduce it either orally or in writing. Prose once a week is based on the text read.

FOURTH YEAR.

First Term.—Reading of "Hoher als die Kirchie," "Fritz auf Ferien," or their equivalent, followed by the reading of "Wilhelm Tell."

Second Term.—"Die Jungfrau von Orleans," and "Minna von Barnhelm."

Third Term.—"Teja," "Hermann und Dorothea," and "Iphigenie." A complete review of German grammar with a view to teaching it.

During this year's work somewhat the same method is employed as during the second and third terms of the third year, and, in addition to this, the student is led, so far as possible, to a correct interpretation and appreciation of the literary worth of the work read.

5. GREEK.—Course 4. Five hours a week.

THIRD YEAR.

First Term.—Study of forms and construction with rapid oral translation of short sentences from Greek to English, and vice versa.

Second Term.—Further study of forms and syntax, and reading of a portion of the first book of Xenophon's Anabasis; reading of Greek aloud, both before and after translation.

Third Term.—Completion of first book of Anabasis, with special attention paid to prose composition.

FOURTH YEAR.

First Term.—Second and third book of the *Anabasis*; continued work in prose.

Second Term.—Fourth book of the *Anabasis* and selections from the *Hellenica*. Prose composition.

A term's work in comparative etymology may be substituted.

Third Term.—Homer's *Iliad*, books I-III; omitting the catalogue of ships. Study of Ionic dialect; scansion; collateral reading in English.

ELECTIVE. A course in comparative etymology and syntax is offered each winter term as an option with the work of the same term in fourth year Latin or Greek, or German of the second year. It may be substituted for only one of these three branches.

READING AND ORATORY.

MR. LYON.

It is the aim, through the reading course, to enable the pupil to grasp the full mental content of the printed page; to make careful discrimination; to cultivate the imaginative power; to control and direct the emotional nature; to appreciate the finer spirit of literature, and to express his appreciation with simplicity and naturalness.

The work in reading may be outlined under the following headings:

1. Voice Culture. 2. Bodily Expression. 3. Reading and Dramatic Work.

1. VOICE CULTURE.

1. Reading.—Second term, Course 2.

1. VOICE CULTURE.—It is the aim of this course to eradicate speech defects and undesirable vocal qualities; to bring out the latent power and beauty of the voice, and to develop such resonance, flexibility and sympathy as will make the voice a fit medium for the expression of thought.

2. BODILY EXPRESSION.—In order to render the body more responsive to thought and feeling, the following are sought for: Power of relaxation and appreciation of rhythm in movement; elimination of self-consciousness and the establishment of repose, control and freedom, attainment of grace and dignity of bearing.

3. READING AND DRAMATIC WORK.—It is the purpose in reading to develop careful thought analysis; perception of sense-relation; power of imagination; realization of the mental attitude of reader as revealed by form of expression; emotional power. In order to accomplish this purpose the work must be carefully graded according to the pupil's natural development. Material is used from Dickens, Matthew Arnold, Tennyson and others.

During a part of the term a Shakespearean play is read with special reference to: (a) the interpretation of difficult passage, (b) character study, (c) plot, (d) presentation of principal scenes with personation of characters.

2. READING.—First term, Course 3. Five hours a week.

The work in this course is somewhat the same as that of the two-year course, although less condensed. Analysis and method work in some of the upper-grade classics will be given, also a Shakespearean play.

3. READING.—Second term, Course 4. Five hours a week. First term and a half, Course 5. Four and five hours a week.

The especial purpose of this course is to produce good sight-readers. All that has been given in previous statements is to be considered as equally applicable here.

4. PUBLIC SPEAKING.—Elective. Five hours a week.

5. ADVANCED READING.—Elective. Five hours a week.

6. A COURSE IN PHONETICS, two hours a week, will be given in connection with the above courses.

DRAWING.

MISS MERRITT, MISS NILES.

AIM OF THE COURSE:

1. An appreciation of the beautiful in nature.
2. An appreciation of the fine works of art and a power of interpretation.
3. A power of discrimination between the good and the bad in the industrial world and a joy in the good.
4. A power of invention.
5. A definite knowledge of the few fundamental principles underlying each of the four phases of drawing.
6. A certain amount of technique in handling the various media.

COURSES IN DRAWING.

1. COURSE 5.—Two hours a week.

FIRST YEAR.

Constructive and decorative design related to the manual training.

SECOND YEAR.

Representation.

THIRD YEAR.

Constructive and decorative design.

FOURTH YEAR.

Representation and the Fine Arts.

2. COURSE 2.—Two hours a week.

First Term.—Constructive design. Principles of lettering. Black-board sketching.

Second Term.—Principles of perspective.

Third Term.—Design, nature drawing, comparison of courses of study

3. COURSE 3.—Two hours a week.

First Term.—Principles of lettering. Blackboard sketching.

Second Term.—Principles of perspective, animal and pose drawing.

Third Term.—Decorative design, nature drawing.

Fourth Term.—Landscape and nature composition.

Fifth Term.—A study of some of the world's masterpieces.

Sixth Term.—Constructive and decorative design, comparison of courses of study.

GEOGRAPHY AND GEOLOGY.

MISS SOUTHWORTH.

The purpose is first to give the student the true notion of Geography, a knowledge of the earth as man's home, of man at work in a world alive, furnishing the conditions for working and living; second, to organize the material of geography, basing the organization upon the principles of causal relationship and comparison.

1. GEOGRAPHY.—First terms, Courses 2 and 4. Four hours a week.

Review the earth as a planet, its size, shape, motions; the ocean basins and continental platforms, the physiographic processes developing features of relief; latitude and longitude; heat, wind and rainfall belts.

North America—its position in the world, its coastline, surface features, drainage, climate; a detailed study of the United States by physiographic and industrial units; selection of like regions in other continents; special attention to the method of presenting these topics to children.

Home geography—its aim, content and method of presentation to children.

Illustrative material—the use of pictures, slides, maps, globes, models in sand and paper pulp, map drawing, chalk-modeling and excursions to field and industries.

2. GEOGRAPHY.—Second and third terms, Course 3. Four hours a week.

A detailed study of the earth as outlined in the review of Course 2, with special attention to the method of presenting the types to children. The physiographic processes of atmosphere, ground water, running water, snow and ice, lakes and oceans, vulcanism, crustal movements; field trips, sand and chalk modeling, and the study of topographic maps.

Home Geography as outlined in Course 2.

3. GEOGRAPHY.—Fourth term, Course 3. Five hours a week.

North America.—An introductory study of the continent as a whole; a detailed study of selected type regions of the United States; a briefer study of other countries of North America; comparison of type regions of other continents with those of North America; consideration thruout the course of the influence of natural conditions on industrial development.

A study of the value and means of obtaining such aids to geographic impressions as pictures, slides, maps, globes, models in sand and paper pulp, map-drawing, chalk-modeling, diagrams, and field trips.

4. GEOGRAPHY.—Last half of second term and all of third term. Five hours a week. Course 5.

The course includes a general review of each of the continents, covering the physiography, climate, industrial and commercial development. Type regions will be chosen for special elaboration, which represent the large units in geography, and these will be made bases of comparison for regions in other parts of the world.

5. PHYSICAL GEOGRAPHY.—Last half of eleventh term and all of twelfth term. Course 5. Five hours a week.

The lithosphere, with the physiographic processes shaping its surface; earth relations; the atmosphere with the factors of weather and climate, the reading of weather maps, and weather forecasting; the ocean.

Selected types of land forms will be made a basis for intensive study, developing, especially, the human phase, commercial and industrial, in relation to the physical.

6. COMMERCIAL GEOGRAPHY.—Elective.

The artificial and natural conditions influencing commercial conditions—the leading industries, trade activities and great ports of each country and the world's great trade routes. The United States given special attention.

7. GEOLOGY.—Elective.

A study of the physiographic processes of geology and the most important events of historical geology of North America.

8. GEOGRAPHIC INFLUENCES ON AMERICAN HISTORY.—Elective.

The geographic factors conditioning the European background of American history, the exploration and colonization of the American continent, the expansion of the colonists, the principal American wars and the growth of the United States into a continental power.

MUSIC.

MR. ANNAS AND MISS WISWALL.

Two hours a week through the first year of Courses 2, 3, 4, and through the second year of Course 5.

1. Study of the adult voice.
2. Study of the child voice.
3. History and theory of music preparatory to sight reading.
4. Sight reading.
5. Song singing.
6. Part songs.
7. Classic songs.
8. Songs and solos.
9. Illustrated class lessons.

Catalogue and Course of Study.

LITERATURE, RHETORIC, AND COMPOSITION.

MISS SIMONSON.

MISS DEWEY AND MISS GILBERT, ASSISTANTS.

COURSES IN LITERATURE.

COURSE 1.—LITERATURE FOR CHILDREN.—Fourth term, Course 2. Four hours a week.

A study of the various forms of literature that meets the interests of children, with reference especially to the educative ends desired from the literature in the school. This means a study of the principles involved in the selection of material for class study and for outside reading, in the general arrangement of the course in literature and in its relation

to the other work of the school. It includes a study of rhymes and jingles and other child verse, the accumulative story, the fairy tale and other forms of the folk-tale, nonsense literature, the fable and other forms of the animal story, stories of myth, Bible stories, ballad literature, and the great stories of adventure and heroism. It also gives opportunity for some development in the art of story-telling.

COURSE 2.—ENGLISH LITERATURE.—Fifth term, Course 3. Five hours a week.

A study of the history and development of English literature through library reference work and through study of selections that illustrate literary movements and otherwise have literary worth. Some general study will be made of the prose literature, but the emphasis of the course will be on the development of English poetry, the selections to be made mostly from the Ballads, Chaucer, Shakespeare, Milton, Dryden, Pope, Burns, Wordsworth, Coleridge, Keats, Shelley, Tennyson, and Browning. *Twelve Centuries of English Poetry and Prose*, by Newcomer and Andrews, is used as text.

COURSE 3.—AMERICAN LITERATURE.—Sixth term, Course 3. Five hours a week.

A study of the development of poetry in America and of prose as found in the short story. Page's *The Chief American Poets* and Baldwin's *American Short Stories* are used as texts.

COURSE 4.—THE GREATEST ENGLISH POETS OF THE NINETEENTH CENTURY.—Elective.

A review of the Romantic Period in English poetry, with special study of the work of Wordsworth, Tennyson and Browning.

COURSE 5.—THE FORMS OF LITERATURE.—Elective.

A study of ballad literature, of the development and forms of the short story, the principles of the drama as found in typical dramas of Shakespeare, forms of lyric poetry, and the essay.

COURSE 6.—THE SHAKESPEAREAN DRAMA.—Elective.

A review of the drama in general of Shakespeare's time and a study of dramatic principles as revealed in a study of four or five typical plays

of Shakespeare, as *Macbeth*, *As You Like It*, *King Lear*, or *Hamlet*, and *The Tempest*.

COURSES IN COMPOSITION:

COURSE 7.—RHETORIC.—Seventh term, Course 3. Five hours a week.

This course consists in the writing of exercises and longer weekly themes, the frequent oral presentation of thought before the class in connection with the study of principles of composition that concern the different forms of discourse, the whole composition, the paragraph, the sentence and the use of words.—Baldwin's *Composition, Oral and Written*, is used as text.

8. COURSES IN THEMES.—Four terms, Course 2. One hour a week. Four terms, Courses 3 and 4. One hour a week.

A written or oral composition is required each week, the compositions developing progressively topics in description, narrative, exposition and argumentation. Also some study is made of selections illustrating the principles of composition involved in the forms of discourse, using *Prose Specimens* by Duncan, Bech and Graves as a basis for study. In addition, the preparation of a larger paper on some educational subject is required for graduation.

9. ELEMENTARY COURSES.

COURSE 1.—ENGLISH.—First year, Course 5. Five hours a week.

This is an elementary course in composition and literature. It aims to combine in a practical way some study of the principles of composition, with frequent exercises in oral and written composition. The work in literature includes a study of Palmer's translation of *The Odyssey*, *Early English*, *Popular Ballads*, selections from Malory's *Le Morte d'Arthur*, *Treasure Island*, and lyrics such as are found in Longman's *The School Poetry Book*.

COURSE 2.—ENGLISH.—Second year, Course 5. Five hours a week.

The work of this year continues that of the preceding year, but becomes larger in its scope. An elementary text-book of rhetoric is used. The work in literature looks to the broader study of English and American literature to come later. It includes a study of selections in Ashmun's *Prose Literature for Secondary Schools*, *Lorna Doone*, *Snow-Bound*, *The Cotter's Saturday Night*, *Ivanhoe*, *As You Like It*, *Tennessee's Partner* and others of Harte's short stories, *Old China and Other Essays*, *The Vision of Sir Launfal*, and lyrics in Longman's *The School Poetry Book*.

COURSE 3.—ENGLISH.—Third year, Course 5. Five hours a week.

FALL TERM.—A study of the representative American writers with selections from their works.

WINTER TERM.—*Elementary Rhetoric*. A study of the elementary principles of composition, with frequent oral and written exercises.

SPRING TERM.—A study of one or two of the writers representative of each of the periods in English Literature from Shakespeare to Victoria.

PHYSICAL TRAINING.

MISS FOSTER.

AIM:

1. To develop and train the body, by means of properly chosen physical exercises, as an aid to the best mental and moral advancement of the individual.

2. To gain self-control and self-reliance from the ability to perform certain physical acts (apparatus work) which will give a consciousness of self, excluding the possibility of self-consciousness.

3. To become familiar with the different kinds of physical exercises, that better preparation may be had for teaching children.

4. To realize that exercises, to be beneficial, must comply with certain hygienic laws and must take physiological and psychological effects into consideration.

5. To gain the ability to observe individual pupils and detect their physical defects; also what corrective exercises to apply in such cases.

6. To appreciate the necessity of progression from exercise to exercise in the same lesson, and from one lesson to the following one.

7. To gain knowledge of the proper duration and speed of different movements and be able to so govern a class by the use of the voice that the movements shall be performed correctly.

8. To understand the manner in which a lesson should be conducted and what results should be expected; to realize that a lesson in which there is a minimum mental activity fails in its educational value.

COURSE 1.—First term, Course 2 and Course 3. Two hours a week.

1. Elementary Swedish gymnastics.

- a. The mastery of gymnastic names of different positions of feet, arms and body and the manner of their combination to form exercises.
- b. The ability to perform these positions and exercises correctly.
- c. The use of the voice as expressive of speed and duration of movement.
- d. The lesson for the school room—what it should contain and how to teach it.
- e. The detection of personal physical defects and suggestive corrective exercises.

COURSE 2.—Second term, Courses 2 and 3. Two hours a week in the gymnasium.

1. Advanced Swedish gymnastics.
2. Apparatus work.
3. Practice in teaching each other as preparation for actual work with children.
4. Running.
5. Marching.
6. Games.

Believing that games, besides providing physical and recreative features for the playground and school room, may become a great socializing and harmonizing element, as well as a means of eliminating objectionable features of sex consciousness, considerable attention is paid to their classification and application.

Games develop:

- a. Mental and physical dexterity.
- b. Freedom and grace of movement.
- c. Development of sense perceptions.
- d. Correlation of eye and hand in acquiring an appreciation of distance, aim, speed, etc.
- e. Patience, self-control, unselfishness, and a consideration of others' rights and feelings.
- f. A code of ethics and morals made a part of the child through his own experiences.

COURSE 3.—Third term, Course 2 and Course 3. Two hours a week in the gymnasium.

1. Exercises with wands, dumb-bells, and bean bags.
2. Fancy steps and marches.
3. Folk dances.
4. Games.

COURSE 4.—BASKET BALL.—Elective. Open to any student possessing the physical requirements. Doctor's certificate as to condition of heart and lungs required. Fall and winter terms.

COURSE 5.—INDIAN CLUB SWINGING.—Elective. Two hours a week. Spring term.

COURSE 6.—SPECIAL METHOD, PRIMARY GRADES.—Elective. Five hours a week. Spring term.

COURSES 1, 2 and 3 are compulsory and necessary for graduation. No credits are given for courses 4 and 5. Full credit is given for Course 6.

The gymnasium, with a clear floor space of 80 by 75 feet, well ventilated and lighted on two sides by large windows eight feet from the floor, offers splendid facilities for the personal development of the Normal students, and the acquirement of a knowledge of physical exercises for presentation to pupils in the school room.

There is good equipment of new apparatus, and the adjoining bath rooms for spray and shower baths are free to students.

A suitable suit and rubber-soled shoes are necessary in the gymnasium, and those persons not already provided with such attire are advised to procure it after reaching the school, as a greater uniformity of costume may be thus acquired. The cost will be about five dollars.

This department aims to do practical work, developing a well trained body as a support for a well trained mind.

Believing that good health is essential to successful scholarship, we recommend that each student consult a competent physician before entering this school.

Much of the illness of our students is due to "eye strain" and other organic disturbances, which could have been avoided had the trouble been known.

We suggest that examining physicians test the hearing, eyesight, heart and lungs, and examine the throat for adenoids and diseased tonsils.

HOUSEHOLD SCIENCE.

MISS WEIGLEY.

1. FOODS.—Elective. Ten hours a week.

This course covers briefly the following topics:

1. The composition and nutritive value of foods.
2. Their relation to the needs of the body.
3. Fundamental principles and processes of cooking.

The method of studying these topics includes:

1. Experiments designed to lead the student to discover, for himself, to verify or to illustrate certain fundamental principles drawn from the pure sciences which have direct application to the process of preparing foods.
2. The application of these principles in cooking.
3. Discussion of assigned topics from Hutchison, "Food and Dietetics;" Thomas, "Practical Dietetics;" Halliburton, "Chemical Physiology;" Stewart, "Physiology;" Conn, "Bacteria, Yeasts and Molds."

2. SEWING.—Elective. Ten hours a week.

1. Consideration of the course of study in sewing for the elementary school.
2. Material and models suited to the different grades.
3. The making of models and simple garments.

MANUAL ARTS.

MR. VAUGHN.

Each of the following forms of hand work aims:

- a. To give experience in a craft which has been of large social significance and has grown to large industrial importance.
- b. To teach important processes of working over material selected into useful and artistic forms.
- c. To emphasize the structural basis of design, and the function of design in its application to objects of daily use.
- d. Through the making of things to develop an appreciation of the artistic and intrinsic value of objects used in every day life.

- e. To give the students some understanding of the problems of manual training in the elementary school.

The student selects for execution those problems which involve typical processes of working the material and which are of use in the class room.

SHOPWORK IN WOOD.—For graduates of country schools. Two hours a week. Three terms.

This course aims to develop the fundamental principles of design and construction in wood. While wood is the basic material of this course, woodwork is treated as a craft, in which various materials may be used in the construction of articles—metal for hinges, handles, etc.; leather for upholstering; cane and rush for tops, seats, etc.

2. BOOKBINDING.—Elective. Ten hours a week.

For orderly and systematic development, bookbinding is probably the ideal craft for school work.

The course begins with a brief working out of the simple types of books suitable for grade work, and proceeds to the higher types of conventional bookbinding. It includes the binding of magazines, the re-binding of old books, and the binding of new books from the original sheets, bringing in the various methods of sewing and the typical forms of covers.

3. CONSTRUCTION.—Elective. Ten hours a week.

This course is arranged to prepare students to teach the various forms of construction or industrial work suited to the grades from first to sixth.

The work is based on the course of study prepared for the Training School, and is carried out on four distinct lines, i. e., Book-making and binding, Textiles, Pottery, and Blockbuilding and simple Woodwork.

Plans and designs for the various problems are prepared by the students.

4. METALWORK.—Elective. Ten hours a week.

It is the aim of this course to give the students some skill in handling the various materials and processes and to encourage and enable them to continue the work in their homes, with simple and inexpensive equipment.

After a few preliminary projects, the work is largely individual.

The following list indicates something of the scope of the work: trays, letter files, bookends, bowls, candle scones, fancy boxes, paper knives, vases, fern dishes, spoons, watch fobs, belt buckles, stick pins, etc.

In the execution of these problems, the following processes are involved: pounding on sandbag and over stake and anvil, filing, sawing, annealing, riveting, soldering, etching, and repousse.

Consideration is given to the history of the craft, and the characteristics of brass, copper, and silver.

5. **SHOPWORK.—BENCHWORK AND WOOD TURNING.**—Elective. Ten hours a week.

The purpose of this course is to familiarize the student with wood-working tools, and with the proper methods of planning and constructing projects in wood.

The course is planned from the standpoint of the mature student who desires to do as advanced work as is in keeping with his ability.

Some consideration is given to the following topics:

Woodworking industries.

Kinds of wood and method of preparation for the market.

Wood finishing.

Shop equipment and its cost.

6. **POTTERY.**—Elective. Ten hours a week.

The course in pottery involves the following processes:

1. Modeling.

2. Coil building.

3. Various forms of decoration.

4. Preparation and application of glazes.

5. Biscuit and glaze firing.

6. Making and use of moulds.

7. Thrown on potter's wheel.

Some consideration is given to the composition of clay and glazes, to the history of the clay industries, and to the development of the modern art ware.

Special attention is given to the beauty of form and decoration and to the principles of design as related to pottery.

7. **PRINTING.**—Elective. Ten hours a week. This course aims to acquaint the student with the elements of printing in its three main divisions of work—Composition, Imposition and Press Work.

THE TRAINING DEPARTMENT.

C. A. MCMURRY, DIRECTOR.

About six hundred children in the public schools of DeKalb constitute the Practice School. About two hundred fifty are in the Practice School on the Normal grounds and the rest are in the Glidden School, one of the city school buildings.

Two teaching credits are required for graduation. The general plan anticipates two terms of teaching, one term as assistant and one term in charge of a room, each for one-half of each day. The arrangement is modified somewhat in individual cases. Practically, there is a critic for each room and a man principal for each building. The critics have supervision, ordinarily, of from two to four pupil-teachers each, since beginners are permitted to assist in the care of rooms. The pupil-teachers are conditioned substantially as they will be in their subsequent teaching, except for a close and highly efficient supervision.

Instead of printing the Course of Study for the Practice School in this volume, as has been the previous custom, it is now printed in a separate pamphlet and can be obtained upon request.

STUDENT TEACHERS, 1913-14.

"Assistant" credits are given for aiding in the charge of a room for one-half of each day for one term. "Room" credits are given for room charge for one-half of each day for one term. "Room" teachers as well as "assistant" teachers do one hundred minutes of actual teaching per half day.

NAME		NAME	
Aker, Ruth	3	Knott, Millie Mary.....	3
Allen, Harriet Ethel.....	3	.. Krumpen, Ethel	3
Allen, LaFayette	3	.. Laing, Charlotte	3
Allen, Frances	3	Larson, Eva	3
Allen, Lura Edna.....	3	Lauver, Edna Victoria..	6
Anderson, Ethel	3	.. Lawrence, Bertha May..	6
Anderson, Eva	6	.. Leonard, Ruth Roberts..	3
Anderson, Matilda D....	3	3 Liljequist, E. E.....	3
Arnold, Helen	3	3 Lindberg, Elida Elizabeth	3
Bancroft, Ruth M.....	3	.. Lindholm, Ida Helen....	3
Banks, Myra	3	3 Lynk, Florence	3
Bannister, Phenie Irene.	3	.. McCarty, Elsie May....	3
Bascom, Caroline Eliza-		McDougall, Viva Vae....	3
beth	3	McMurry, Ruth	3
Bell, Eleanor	3	McGinnis, Anna	3
Benson, Blanche Nellie..	6	.. McLean, Cecilia	3
Benson, Katherine Irene.	3	3 Marshall, Georgia Ora..	3
Benson, Mabel Elinor....	3	3 Matteson, Helen Dorothy	3
Benson, Mary	3	3 Mattocks, Lilian	3
Berry, Gertrude Adella..	6	3 Miller, Lucille Dorothy..	3
Berthold, Florence	3	.. Mitten, Louis Jephtha....	3
Bird, Florence Irene....	6	.. Mon, Ora May.....	3
Bloomington, Paul	3	Moore, Genevieve Jean-	
Bowles, Marjorie Webster	3	ette	3
Boyle, Margaret	3	Morris, Elsie A.....	3
Broglie, Olive	3	.. Morrison, Dorothy	3
Brook, Gladys Marie....	6	.. Mortimer, Hazel Isabel..	3
Brooks, Helen Maria....	3	3 Moses, Florence	3
Bryan, Mary	3	3 Mowat, Jessie Catherine	3
Butler, Mary	3	3 Mullen, Raphael A.....	6
Cappers, Emily Ruth....	3	3 Munhall, Helen Elizabeth	3
Carlson, Axel	3	3 Murphy, Irene Mary....	6
Carter, Nora	6	3 Murtaugh, Charlotte....	3
Cassels, Mae Olive.....	3	3 Nelson, Clara Louise....	3
Chambers, Lucy Winston	6	.. Norberg, Arthur Edwin..	3
Chapman, Herma Lucille	3	3 Norton, Freda	3
Chesebro, Stella Hattie..	3	3 Nyberg, Edna	6

NAME		NAME	
Clark, Helen	6	3 Obermann, Florence	
Clark, Jessie May.....	..	3 Marion	3
Connell, Lula Edna.....	3	.. Pakan, Olga	3
Corey, Marion	6	.. Parson, Leonard Bradt..	3
Coulehan, Mary	3	.. Pearson, Esther Elizabeth ..	6
Crawford, Grace	3	.. Penny, Blanche	3
Dole, Mildred	3	.. Peterson, Nettie Cecil...	3
Davis, Dorothy Edna...	3	3 Phalen, Veronica
Davis, Lillian Althea....	3	3 Place, Vida Alma.....	6
Dennis, Hazel Ruth.....	3	3 Plate, Nellie Viola.....	6
Diedrich, Anna	3	.. Price, Eva Myrtle.....	6
Doak, Cora M.....	..	6 Quirk, Kathryn Elizabeth	3
Donnelly, Bessie Gene-		Ratliff, Grace Browning.	3
vieve	3	3 Reeder, Ruth Carolyn...	3
Donyes, Jessie Nelson...	..	6 Reese, Flora Almira....	3
Duffy, Mrs. C.....	3	3 Rickert, Alma	3
Durland, Edna J.....	3	.. Rinn, Gertrude	3
Egan, Mary Catherine...	6	.. Ritchey, Margaret Eliza-	
Eldridge, James Swan...	3	3 beth	3
Emmons, Lulu	3	.. Robb, Henrietta Gertrude	3
Endsley, Ethel Frances..	6	.. Robinson, Lilas	3
Epling, Susan Adeline...	3	.. Roland, Erma Hazel....	3
Erffmeyer, Ruth Ida....	..	3 Sabin, Marie	6
Esser, Jeanette	3	.. Salmon, Ruth Marie....	6
Ewers, Evelyn	3	.. Sawyer, Alta Minerva...	3
Fagan, Frances Emily...	6	3 Schall, Berenice Gene-	
Fagan, Marguerite Mary. .	..	3 vieve	3
Ferrell, Nora Jane.....	3	3 Schatz, Katherine	6
Ferris, Alfred Raymond.	3	3 Schneider, Agatha Caro-	
Fossler, Harold Ray....	3	3 line	6
Forsberg, Ruth	3	.. Schwitters, Carrie	3
Fowler, Oscar Fern.....	3	.. Scovill, Nellie Preston...	3
Fritz, Lila Darlene.....	6	.. Seavey, Myrtie	3
Fuller, Eleanor	3	3 Sederholm, Gerda	3
Gatewood, Theresa	3	.. Sevetson, Florence Naomi	6
Gibbons, Hazel	3	.. Shafer, William Floyd...	3
Gibson, Alice Annetta...	6	.. Sheehan, Charlotte Agnes	6
Gilchrist, Marguerite S..	6	.. Smith, Esther Priscilla..	6
Gleason, Nellie Martha..	3	3 Smith, Phyllis Howard..	3
Goecke, Hazel Gaynell...	6	.. Stelford, Norma Kathar-	
Guy, Arthur Lincoln....	..	6 ine	3
Hagle, Ada	6	.. Stevenson, Anna Barbara	6
Hamilton, Maud Lorena.	3	3 Stocking, Myrtle	6
Haselton, Leo Guy.....	3	3 Sullivan, Veronica	3
Hedstrom, Eleanor	3	.. Sweet, James William...	6
Heffron, Margaret	3	.. Taylor, Flora May.....	6
Oswood, Mabel Cedella..	..	3 Tengdin, Florence Alvira	3

NAME		NAME	
Hepburn, Alice Richmond	6 3	Thompson, Faunetta....	3 ..
Herren, Ethel	3 ..	Titus, Mary 3
Herrmann, Kathryn		Twigg, Zella Fay.....	.. 3
Louise	3 3	Van Driesen, Winnifred..	.. 3
Hiland, Olena Tomina...	3 3	Ward, Myrtle Mildred...	3 3
Horan, Margaret Irene..	3 3	Warner, Eva Lenore....	6 ..
Houghtby, Emery Ed-		Watson, Cora	3 ..
ward	3 3	White, Cora Elizabeth...	3 3
Hunt, Elsie	3 ..	Walrod, Jennie 3
Ives, Esther, Lora.....	3 ..	Wirick, Jean Paul.....	.. 6
Ives, Loura Gertrude...	3 3	Wood, Myrtle Olive.....	6 ..
Johnson, Elsie Josephine	6 ..	Woodbury, Eva 3
Johnson, Ruth	3 ..	Woodcock, Helen June..	3 3
Jones, Helen Loraine...	6 ..	Woodrich, Ida Fredericka	3 3
Kahler, Bernice Marie...	6 ..	Wyman, Mary Esther...	.. 6
Kinell, Marie Elizabeth.	3 ..	Ziegler, Iva May.....	3 3
Kirkpatrick, Mabel Jane.	6 ..		

SPECIAL STUDENTS.

Name	County	Town
Adee, Clifford William.....	DeKalb	DeKalb
Kempel, Fred Lawrence.....	Stephenson.....	Pearl City
Hagie, Florence	Jo Daviess.....	Elizabeth
Hanmer, Mary Frances.....	Kane.....	St. Charles
Heyward, Mary Brown.....	DeKalb	Kirkland
Martin, Minnie Marie.....	Warren	Alexis
Noftsker, Grace	Rock Island.....	Rock Island

SENIORS OF 1914.

One-Year Course.

Hepburn, Alice Richmond.....	(Ohio)	Tiffin
Kinell, Marie Elizabeth.....	(California)	Berkeley

Two-Year Course in Vocal Music.

Brook, Gladys Maria.....	(Montana)	Bozeman
Fagan, Frances Emily.....	Bureau	Ohio
Place, Vida Alma.....	Winnebago	Durand

Two-Year Course for Teachers of Drawing.

Bird, Florence Irene.....	Boone	Belvidere
Fritz, Lila Darlene.....	Whiteside.....	Rock Falls
Goeche, Hazel Gaynell.....	Kane	Elgin
Kirkpatrick, Mabel Jane.....	DeKalb	Waterman
Wood, Myrtle Olive.....	DeKalb	DeKalb

Two-Year Course for Preparation for Teaching of Domestic Science.

Name	County	Town
Allen, Lura	Morgan	Waverly
Bancroft, Ruth M.	Ogle	Polo
Benson, Kathryn Irene.....	Lake.....	Lake Forest
Benson, Mabel Elinor.....	DeKalb	DeKalb
Butler, Mary	Alexander	Cairo
Connell, Lulu Edna.....	Will	Joliet
Diedrich, Anna	DeKalb	DeKalb
Endsley, Ethel Frances.....	Winnebago	Rockford
Ewers, Evelyn	Whiteside	Fenton
Fagan, Marguerite Mary.....	Bureau	Ohio
Gilchrist, Margaret S.....	DeKalb	Sandwich
Ives, Esther Lora.....	Winnebago	Pecatonica
Knott, Millie Mary.....	Ogle	Davis Junction
Norton, Freda	DeKalb	Shabbona
Sawyer, Alta Minerva.....	DeKalb	Shabbona
Twigg, Zella Fay.....	Cook	LaGrange

Two-Year Course in Preparation for Teaching Manual Training.

Allen, LaFayette	Lake	Grays Lake
Mitten, Louis J.....	LaSalle	Ottawa
Peebles, Edith	DeKalb	DeKalb
Wirick, Jean Paul.....	Livingston	Dwight

Two-Year Course.

Allen, Frances	Lake	Waukegan
Allen, Harriet Ethel.....	Morgan	Waverly
Anderson, Eva	DeKalb	Sycamore
Arnold, Helen	DuPage.....	Glen Ellyn
Banks, Rachel Almira.....	Winnebago	Rockford
Bannister, Phenie Irene.....	DeKalb	DeKalb
Bascom, Caroline E.....	Bureau	Wyanet
Bell, Eleanor	DeKalb	Kirkland
Benson, Blanche Nellie.....	DeKalb	Kirkland
Berry, Gertrude Adella.....	Cass	Beardstown
Bowles, Marjorie	DeKalb	DeKalb
Brooks, Helen Louise.....	Lake.....	Zion City
Cassels, Mae Olive.....	Cook	Chicago
Chambers, Lucy W.....	Cook	Evanston
Chapman, Herma Lucile.....	DeKalb	DeKalb
Corey, Marion	DeKalb	DeKalb
Davis, Dorothy Edna.....	DeKalb	Sycamore
Davis, Lillian Althea.....	Kane	Batavia
Dennis, Hazel Ruth.....	Cook	Harvey
Donnelly, Besse G.....	DeKalb	DeKalb
Egan, Mary Catherine.....	DuPage	Elmhurst

Name	County	Town
Eldridge, James S.....	DeKalb	DeKalb
Epling, Susan Adeline.....	Morgan	Waverly
Erffmeyer, Ruth I.....	Winnebago	Rockford
Ferrell, Nora Jane.....	DeKalb	DeKalb
Fuller, Eleanor	Cook.....	Oak Park
Gibson, Alice Annetta.....	Winnebago	Rockford
Gleason, Nellie Martha.....	DeKalb	DeKalb
Guy, Arthur Lincoln.....	Kane.....	Sugar Grove
Hagie, Adah	Jo Daviess.....	Elizabeth
Hamilton, Maud Lorena.....	Bureau	Manlius
Herrmann, Katharine Louise.....	Ogle	Rochelle
Horan, Margaret Irene.....	DeKalb	DeKalb
Houghtby, Emery	DeKalb	Shabbona
Ives, Laura Gertrude.....	Ogle	Byron
Johnson, Elsie J.....	Kane	St. Charles
Jones, Helen Loraine.....	Kane	Elgin
Kahler, Bernice M.....	Ogle	Rochelle
Lauver, Edna Victoria.....	DuPage	Naperville
Lawrence, Bertha May.....	Kane	Burlington
Leonard, Ruth Roberts.....	Ogle	Byron
Lindberg, Elida E.....	DeKalb	DeKalb
Lindholm, Ida Helen.....	Kane	Elgin
Lynk, Florence	Will	Manhattan
McDougall, Viva Vae.....	Boone	Belvidere
Marshall, Georgia Ora.....	DeKalb	DeKalb
Matteson, Helen Dorothy.....	DeKalb	DeKalb
Mattocks, Lilian	Cook	Chicago
Miller, Lucille D.....	Kane	Aurora
Moore, Genevieve Jeanette.....	Cook	Chicago
Mortimer, Hazel Isabel.....	Lee	Paw Paw
Mowat, Jessie Catherine.....	Kane	Elgin
Mullen, Raphael A.....	McHenry	Woodstock
Murphy, Irene Mary.....	Ogle	Rochelle
Nelson, Clara Louise.....	DeKalb	Sycamore
Nyberg, Edna Matilda.....	Kane	Elgin
Obermann, Florence Marion.....	Kane	Aurora
Parson, Leonard Bradt.....	DeKalb	DeKalb
Peterson, Nettie C.....	Kane	Elgin
Plate, Nellie Viola.....	Kane	Elgin
Price, Eva Myrtle.....	Stephenson	McConnell
Quirk, Kathryn Elizabeth.....	Winnebago	Rockford
Ratliff, Grace Browning.....	Macon	Decatur
Reeder, Ruth Carolyn.....	DeKalb	DeKalb
Ritchey, Margaret Elizabeth.....	Carroll	Savanna
Robb, Henrietta Gertrude.....	McHenry	Marengo
Roland, Erma Hazel.....	DeKalb	DeKalb

Name	County	Town
Sabin, Marie	DeKalb	Sycamore
Salmon, Ruth Marie.....	Lake	Waukegan
Schall, Bernice G.....	Henry	Geneseo
Schatz, Katharine	Cook	Evanston
Schneider, Agatha C.....	Stephenson.....	Waddams Grove
Scovill, Nellie Preston.....	Winnebago	Rockford
Sevetson, Florence Naomi.....	Kane	Batavia
Shafer, William Floyd.....	DeKalb	DeKalb
Sheehan, Charlotte Agnes.....	Bureau	Ohio
Smith, Esther Priscilla.....	DeKalb	Charter Grove
Smith, Phyllis Howard.....	Alexander	Cairo
Stelford, Normal Katharine.....	Kane	Gilberts
Stevenson, Anna Barbara.....	McHenry	Harvard
Sullivan, Veronica	McHenry	Woodstock
Sweet, James William.....	Ogle	Polo
Taylor, Flora May.....	DeKalb	DeKalb
Tengdin, Florence Elvira.....	Will	Joliet
Warner, Eva Lenore.....	DeKalb	DeKalb
White, Cora Elizabeth.....	McHenry	Woodstock
Woodcock, Helen June.....	Ogle	Byron
Woodrich, Ida Frederica.....	McHenry.....	Big Foot Prairie
Wright, Harold	DeKalb	Rollo
Wyman, Esther Mary.....	Kane	Elgin

Three-Year Course.

Anderson, Matilda D.....	Kendall	Millington
Cappers, Emily	Boone	Belvidere
Chesebro, Stella Hattie.....	DeKalb	DeKalb
Doak, Cora M.....	(Pennsylvania).....	Murdocksville
Donyes, Jesse Nelson.....	Winnebago	Durand
Ferris, Alfred Raymond.....	Bureau.....	Spring Valley
Fossler, Harold Ray.....	Ogle	Adeline
Fowler, Oscar F.....	Stephenson	Lena
Haselton, Leo Guy.....	Ogle	Kings
Hiland, Olena Tomina.....	Lee	Steward
Mon, Ora May.....	Lee	Dixon
Moses, Florence	Stephenson	Cedarville
Munhall, Helen Elizabeth.....	Kane	St. Charles
Norberg, Arthur Edwin.....	DeKalb	DeKalb
Oswood, Mabel Cedelia.....	Grundy	Morris
Pearson, Esther Elizabeth.....	Winnebago	Roscoe
Reese, Flora Almira.....	Ogle	Creston
Sederholm, Gerda	DeKalb	DeKalb
Ward, Myrtle Mildred.....	Henry	Geneseo

Five-Year Course.

Benson, Mary	DeKalb	Rollo
Bryan, Mary	DeKalb	Sycamore

Name	County	Town
Carlson, Axel	DeKalb	DeKalb
Clark, Jessie May.....	DeKalb	DeKalb
McCarty, Elsie May.....	Winnebago	Rockford
Stocking, Myrtle	Ogle	Lindenwood
Ziegler, Iva May.....	Kane	Maple Park

Students in the Two-Year Course in Manual Arts.

Betty, Harold J.....	DeKalb	Sycamore
Boodel, Regina Annette.....	McHenry	Harvard
Brown, Ernest Warren.....	DeKalb	DeKalb
Jessen, Archie Wilmer.....	DeKalb	Sycamore
Organ, Edward T.....	DeKalb	Sycamore
Sammon, Thomas P.....	DeKalb	Sycamore
Sorenson, Henry Richard.....	DeKalb	DeKalb
Wood, Lloyd Leon.....	Winnebago	Durand

Students in the Two-Year Art Course.

Hinsdale, Bernice Lytton.....	Cook	Harvey
Mahaffy, Grace	DeKalb	DeKalb

Students in the Two-Year Course in Vocal Music.

Beverly, Arthur Lee.....	Kane.....	Maple Park
Murtaugh, Charlotte Anne.....	Bureau	Ohio
Penny, Blanche Louise.....	DeKalb	DeKalb
Seedoff, Gerda Maria.....	Winnebago	Rockford
Slater, Marian Bissel.....	DeKalb	Genoa
Smith, Florence Madeline.....	Whiteside	Rock Falls
Smull, Jane	(South Dakota).....	Summit
Thomson, Blanche Catherine.....	DeKalb	DeKalb

Students in the Three-Year Course in Drawing and Music.

Hohm, Lola Charlotte.....	DeKalb	Sycamore
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Students in the Two-Year Course in Domestic Science.

Anderson, Edla V.....	DeKalb	DeKalb
Anderson, Myrtle Justina.....	DeKalb	DeKalb
Bristow, Marie	DeKalb	DeKalb
Erickson, Esther Marie.....	DeKalb	DeKalb
Fulrath, Lettie May.....	Carroll	Savanna
Gordon, Ruth Miller.....	Cook	Oak Park
Graham, Nora T.....	DeKalb	Waterman
Hjerstedt, Myrtle Marie.....	DeKalb	DeKalb
Johnston, Helen Anna.....	Ogle	Byron
Knickerbocker, Gertrude	Kane	Aurora
Kepple, Bessie Bernice.....	DeKalb	Genoa
Knowles, Myrtle Marie.....	Cook	Oak Park
McConnell, Mary Adair.....	Cook	Maywood
Patschul, Theresa Catherine.....	Cook	Chicago

Name	County	Town
Peebles, Alice Marjorie.....	DeKalb	Shabbona
Peterson, Ruth Lucille.....	DeKalb	DeKalb
Price, Marion E.....	Cook	Oak Park
Roberts, Ruth Naomi.....	LaSalle	Streator
Safford, Olive	Winnebago	Rockford
Swanbum, Beatrice Marie.....	DeKalb	DeKalb
Werntz, Marion Elaine.....	Carroll	Lanark
Wright, Fay Catherine.....	DeKalb	Rollo
Youker, Celestia Amelia.....	Lake	Lake Bluff

Students Who Have Finished More Than One Year in the Two-Year Course.

Anderson, Ethel	Kane	Batavia
Bloomingtondale, Paul	DeKalb	Shabbona Grove
Boyle, Marguerite Elizabeth.....	DeKalb	Sycamore
Clark, Helen H.....	Lee	Dixon
Dole, Mildred Mary.....	La Salle	Earlville
Emmons, Lula Zoe.....	Whiteside	Rock Falls
Ewers, Myrtle Goldie.....	Whiteside	Morrison
Ewers, Mary Winifred.....	Whiteside	Morrison
Hedstrom, Eleanor	Will	Joliet
Hunt, Elsie Mary.....	Kane	Batavia
Jardine, May Edith.....	Boone	Belvidere
Johnson, Ruth A.....	Winnebago	Rockford
McGinnis, Anna Marcella.....	Ogle	Rochelle
McLean, Cecilia Rita.....	Lee	Steward
Miller, Lydia Emily.....	Cook	Chicago
Schwitters, Carrie Mabel.....	Whiteside	Prophetstown
Seavey, Mertie Ellen.....	Kane	Big Rock
Stobs, Marguerite Belle.....	Kane	Elgin
Van Driessen, Winifred Maude....	DeKalb	DeKalb
Walrod, Jennie Alma.....	DeKalb	Sycamore
Watson, Cora Barbara.....	DeKalb	Genoa
Woodbury, Eva Elnora.....	DeKalb	Kirkland

Students Who Have Finished One Year in the Two-Year Course.

Aker, Ruth Docia.....	Cook	Evanston
Alsager, Marie	Kendall	Newark
Anderson, Belle	Ogle	Polo
Anderson, Julia Esther.....	Kane	Wasco
Barth, Carolyn Mathilda.....	La Salle	Mendota
Bellis, Bertha Mary.....	Ogle	Oregon
Benson, Luella Anna.....	DeKalb	Kirkland
Berthold, Florence Christel.....	Kane	Aurora
Black, Jane Anna.....	Woodford	Washburn
Carlson, Judith Isabelle.....	Lake	Libertyville
Carpenter, Essie Leona.....	Jo Daviess	Stockton
Cooper, Edna Viola.....	Ogle	Byron

Name	County	Town
Crawford, Grace Irene.....	Kane	Elgin
Dameier, Almyra F.....	Stevenson	Lena
Davies, Edith Kristina.....	Lake	Highland Park
De Ruiter, Martha.....	Cook	South Holland
Donovan, Eleanor Margaret.....	DeKalb	DeKalb
Durland, Edna Joy.....	Cook	LaGrange
Emery, Cora Lillian.....	Whiteside	Prophetstown
Esser, Jeanette Theresa.....	Kane	Aurora
Feldeen, Mae Elvira.....	Winnebago	Rockford
Forsberg, Ruth Elizabeth.....	Winnebago	Rockford
Fuller, Marjorie Lucille.....	Cook	Harvey
Gatewood, Theresa Frances.....	(Nebraska)	McCook
Ghilain, Besse Antoinette.....	Will	Braidwood
Gonderson, Mabel Anne.....	Will	Lockport
Graham, Margaret	DeKalb	Waterman
Grant, Ellamae	Ogle	Oregon
Greek, Alice Catherine.....	DeKalb	DeKalb
Griebel, Esther Augusta.....	Cook	DesPlaines
Gustafson, Lillian Beatrice.....	Cook	Chicago
Heffron, Margaret Elizabeth.....	Winnebago	Rockford
Herren, Ethel Ruth.....	Kendall	Yorkville
Krumpen, Ethel Isabel.....	McHenry	Richmond
Laing, Charlotte Marguerite.....	Boone	Belvidere
Leek, Norma Maud.....	Kane	Batavia
Long, May Agnes.....	Winnebago	Rockford
Lundin, Mabel Victoria.....	Kane	Batavia
McMurry, Marjorie	DeKalb	DeKalb
Mareth, Anna Irene.....	Lake	Grays Lake
Matteson, Jeanette Florence.....	Kane	Elgin
Mitchell, Dorothy Irene.....	Lake	Ravinia
Morgan, Julia Ethel.....	Marshall	Wenona
Morgridge, L. D.....	Lee	Amboy
Morris, Elsie Amelia.....	Winnebago	Rockford
Morrison, Dorothy Dean.....	Kendall	Lisbon
Morrison, Helen Martha.....	Rock Island.....	Rock Island
Mueller, Eleanora C.....	Cook	Park Ridge
Olson, Coral Louise.....	Kane	Aurora
Partridge, May Catherine.....	Boone	Belvidere
Perkins, Irma A.....	DeKalb	Genoa
Perry, Florence Louise.....	Henry	Geneseo
Phalen, Veronica W.....	Kane	Elgin
Rickert, Alma Flora.....	Kane	Aurora
Rinn, Gertrude Edna.....	Kane	Elgin
Robinson, Lilas Claire.....	Kane	Elgin
Rundquist, Helen Eleanora.....	Winnebago	Rockford
Schall, Alice Gertrude.....	Henry	Geneseo
Seyller, Kennard Burdette.....	Whiteside	Prophetstown

Name	County	Town
Shapland, George Burton.....	Woodford	Minonk
Sharp, Mary Luella.....	Kane	Elburn
Shaw, Mary Pauline.....	Lake	Zion City
Springer, Walter Joseph.....	DeKalb	DeKalb
Thompson, Faunetta Lucille.....	Lee	Steward
Titus, Mary Elizabeth.....	Henry	Geneseo
Walker, Isabel Pollock.....	Ogle	Polo
White, Vera Venora.....	(Wisconsin)	Dodgeville
Wing, La Relda.....	Winnebago	Rockford

Students Who Have Finished Less Than One Year in the Two-Year Course.

Bergen, Edith Mary.....	Will	Manhattan
Bergholtz, Levy Charlotte.....	Kane	Aurora
Brown, Gladys Rebecca.....	DeKalb	Genoa
Brown, Ruth Genevieve.....	DeKalb	Sycamore
Burke, Alice Mary.....	Lake	Waukegan
Bruse, Edna Livina.....	DuPage	West Chicago
Carroll, Helen Agnes.....	DeKalb	DeKalb
Christgau, Lillian Mary.....	DuPage	Glen Ellyn
Dodd, Marguerite Benita.....	Macoupin	Virdin
Dreblow, Ruby Louise.....	Cook	Chicago
Egan, Margaret Teresa.....	DeKalb	Cortland
Gault, Caroline Hedwige.....	McHenry	Marengo
Hillman, Nettie Anna.....	Lake	Lake Zurich
Holbrook, Blanche	Whiteside	Sterling
Johnson, Hattie Elizabeth.....	Winnebago	Rockford
Johnson, Lily Marie.....	(Michigan)	Manistique
Johnson, Theresa	(Michigan)	Manistique
Jurgens, Hilsie Elsie.....	Carroll	Savanna
Kellstrom, Beda Amelia.....	DeKalb	Kirkland
Larson, Laura M.....	Winnebago	Rockford
La Salle, Edna Allegra.....	Will	Lockport
Leuchtenberg, Fred	(Wisconsin)	Milwaukee
Mundee, Elvira Ann.....	Lake	Libertyville
Murray, Mary	Ogle	Polo
Murray, May C.....	DeKalb	DeKalb
O'Rorke, Alice	Ogle	Rochelle
Patterson, Fanny	DeKalb	Hinckley
Pettit, Gertrude	Boone	Belvidere
Royster, Howard	Kane	Aurora
Scofield, Beth Viola.....	McHenry	Marengo
Smith, Alta K.....	Cook	Barrington
Tynan, Elizabeth Florence.....	Winnebago	Rockford
Warner, Jennie Elizabeth.....	DeKalb	DeKalb
Weaver, Mary Elizabeth.....	Bureau	Walnut
Woodcock, Luella	Ogle	Byron

Students Who Have Finished More Than Two Years in the Three-Year Course.

Name	County	Town
Coulehan, Mary T.....	Will	Joliet
Duffy, Mrs. Catherine.....	DeKalb	DeKalb
Gibbons, Hazel J.....	DeKalb	Waterman
Pakan, Olga J.....	Cook	Chicago
Rossback, Cora Margaret.....	Cook	Oak Park
Wetz, Christiana E.....	DeKalb	Malta

Students Who Have Finished Two Years in the Three-Year Course.

Fuller, Hazel West.....	Cook	Harvey
Gamble, Ada Marie.....	Jo Daviess	Hanover
Leutbecker, Louise M.....	DeKalb	DeKalb
McGowan, Harriet Rose.....	Kane	Wasco
Maakestad, Agnes	Lee	Steward
O'Brien, Martin Raymond.....	Kane	Maple Park
Rippentrop, Minnie Irene.....	Ogle	Lindenwood
Skelley, Elva Marie.....	DeKalb	Cortland

Students Who Have Finished More Than One Year in the Three-Year Course.

Baker, Irene Flora.....	Winnebago	Durand
Broglie, Olive	Jo Daviess	E. Dubuque
Gorham, Mrs. Lillie P.....	McHenry	Crystal Lake
Henrie, Laura Mae.....	DeKalb	Maple Park
Horan, Laura K.....	DeKalb	Maple Park
Hutchison, Marie	Will	Manhattan
Kahler, Bessie A.....	Ogle	Rochelle
Liljequist, Eugene Earl.....	Bureau	Van Orin
Lindberg, Wendell G.....	Dekalb	Malta
Marble, Mildred Ethel.....	McHenry	Woodstock
Meade, Eva Murietta.....	DeKalb	DeKalb
Moore, Harriet Ethel.....	Stephenson	Freeport
Pierson, Theckla V.....	Bureau	Malden
Welsh, Jane E.....	Lake	Russell

Students Who Have Finished One Year in the Three-Year Course.

Barloga, Pearl.....	Winnebago	Pecatonica
Bruggeman, Elda	Will	Manhattan
Foster, Lucille Genevieve.....	Lee	Stewart
Janssen, Marie	(Wisconsin)	Beloit
Renwick, Winnie	DeKalb	Sycamore

Students Who Have Finished Less Than One Year in the Three-Year Course.

Bartholemew, Mary M.....	Cook	Arlington Heights
Crosby, Elizabeth M.....	Kane	Elburn

Name	County	Town
Downey, Marie H.....	Kane	Wasco
Fritz, Helen	Winnebago	Durand
Grafton, Everna	(Nebraska)	Western
Hunter, Jean Florence.....	Cook	Chicago Heights
Jacobson, Vera Dell.....	DeKalb	DeKalb
Jeanguenat, Emily Edna.....	Lee	West Brooklyn
Kauth, Mae Elizabeth.....	Kane	Maple Park
Nerstad, Anna M.....	Lee	Dixon
Nerstad, Rose E.....	Lee	Dixon
Neuman, Della Lena.....	Lee	Ashton
Myers, Lucia B.....	DeKalb	Cortland
Parker, Nellie P.....	Lee	Harmon
Pearsall, Ethel Iona.....	Rock Island	Port Byron
Sheridan, Stephen F.....	DeKalb	Shabbona
Sonnenberg, Elizabeth	Cook	Evanston
Stevenson, Orpha Elizabeth.....	Dekalb	Malta
Sullivan, Gertrude Anna.....	Bureau	Ohio

Students Who Have Finished More Than Three Years in the Four-Year
General Course for Graduates of Rural Schools.

Ostergaard, Soren

DeKalb

DeKalb

Students Who Have Finished Three Years in the Four-Year General
Course for Graduates of Rural Schools.

Clark, James Hugh.....

DeKalb

DeKalb

Students Who Have Finished More Than Two Years in the Four-Year
General Course for Graduates of Rural Schools.

Mason, Bertha Louise.....

DeKalb

Esmond

Vanderhoof, Grace Alice.....

Kane

Wasco

Students Who Have Finished Two Years in the Four-Year General Course
for Graduates of Rural Schools.

Hayes, Emma Clara.....

Ogle

Kings

Kaluf, John

Lake

Antioch

McConnell, Leila Eldora.....

Kane

Burlington

McKenzie, Irene Luella.....

DeKalb

Malta

Metzger, Marion Isabel.....

Ogle

Polo

Veale, Myrtle Mae.....

DeKalb

Genoa

Wright, Dorothy Evangeline.....

DeKalb

DeKalb

Students Who Have Finished More Than One Year in the Four-Year
General Course for Graduates of Rural Schools.

Dlott, Rebecca

DeKalb

DeKalb

Donnelly, Paul Joseph.....

DeKalb

DeKalb

Eckhardt, Delorous

Rock Island.....

Taylor Ridge

Eden, Beatrice Elsie.....

Lee

Lee

Name	County	Town
Emrick, Eva Rebeca.....	Stephenson.....	Rock City
Frederick, Carrie Jennie.....	Carroll	Mt. Carroll
Gates, Vivian Irene.....	Ogle	Holcomb
Holmes, Ellen Caroline.....	Winnebago	Roscoe
Hurd, Apha Roxanna.....	Winnebago	Durand
Keyes, Mabel Grace.....	DeKalb	DeKalb
Knichrehm, Olga E.....	Will	Monce
Lindberg, Thera Charlotte.....	DeKalb	Malta
Lindbergh, Elsie	DeKalb	DeKalb
Mack, Esther Marguerite.....	DeKalb	Waterman
Plapp, Clara Susan.....	DeKalb	Malta
Rickerman, Lillian Emma.....	DeKalb	Waterman
Sandman, Emma Bertha.....	Lake	Barrington
Wagner, Dena Margaret.....	Stephenson	Winslow
Ward, Elsie Pearl.....	DeKalb	DeKalb

Students Who Have Finished One Year in the Four-Year General Course
for Graduates of Rural Schools.

Biehl, Edna Mae.....	DeKalb	DeKalb
Cramer, Carl C.....	Carroll	Mt. Carroll
Dettman, Helen Marie.....	Whiteside	Sterling
Fluegal, Grayce Vera.....	Stephenson	Lena
Gingrich, Helen Leona.....	Stephenson	Orangeville
Heidenreich, Marie Joy.....	Jo Daviess	Woodbine
Holt, Anna Marie.....	Whiteside	Lyndon
Lindeman, Elizabeth Katherine....	Stephenson	Red Oak
Linroth, Caroline Cora.....	Winnebago	Roscoe
McKenzie, Rachel Elizabeth.....	Will	Braidwood
Myers, Esther Minnie.....	Stephenson	Rock Grove
Sa Cora, Lillian Leona.....	DeKalb	DeKalb
Thompson, Melvin DeWitt.....	Stephenson	Kent
Wilson, Marie Elizabeth.....	Stephenson	Rock Grove

Students Who Have Finished Less Than One Year in the Four-Year
General Course for Graduates of Rural Schools.

Cashman, Bertha S.....	Jo Daviess	Stockton
Donohaue, Irene Monica.....	Jo Daviess	Stockton
Griffin, Harold S.....	Kane	Maple Park
Knoop, Clara M.....	Will	Peotone
Larson, Harriet Elizabeth.....	DeKalb	DeKalb
Machamer, Leola Velma.....	Stephenson	Kent
Mann, Sylvester Sherman.....	DeKalb	Sycamore
Moore, Mabel Emma.....	Stephenson	Freeport
Phillips, William Kirby.....	DeKalb	DeKalb
Rabe, Kathryn Annette.....	Stephenson	Orangeville
Rydell, Ruth Elizabeth.....	DeKalb	DeKalb
Voss, Alma Aurelia.....	Stephenson	Freeport
Young, Violet Myrtle.....	Cook	Summit

**Students Who Have Finished Four Years in the Five-Year Course for
Scholarship Pupils and Other Graduates of Country Schools and for
Graduates of the Eighth Grade of Town Schools.**

Name	County	Town
Boyce, Ella Martha.....	DeKalb	DeKalb
Clark, Grace May.....	La Salle	Mendota
Gassman, Walter Charles.....	Stephenson	Lena
Horn, Ruth Mildred.....	DeKalb	DeKalb
Littlejohn, Chester Otis.....	Shelby	Oconee
Sadler, Ione Auzella.....	Bureau	Neponset
Sadler, Velma Mary.....	Bureau	Neponset
Thiel, Ruth Martha.....	Kane	Maple Park
Whitten, Mabel Doris.....	DeKalb	DeKalb

**Students Who Have Finished More Than Three Years in the Five-Year
Course for Scholarship Pupils and Other Graduates of Country
Schools and for Graduates of the Eighth Grade of Town Schools.**

Alstrom, Ruth	DeKalb	DeKalb
Giblin, Mary	Lee	Harmon
Klug, Harold Lawrence.....	DuPage	Glen Ellyn
Mosher, Gladys Ava.....	DeKalb	Elva
Mosher, Wylda Carrie.....	Stephenson	McConnell
Wachlin, Emma Irene.....	DeKalb	Elva

**Students Who Have Finished Three Years in the Five-Year Course for
Scholarship Pupils and Other Graduates of Country Schools and
for Graduates of the Eighth Grade of Town Schools.**

Jeanblanc, Mary Ilene.....	DeKalb	Sandwich
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**Students Who Have Finished Less Than Three Years in the Five-Year
Course for Scholarship Pupils and Other Graduates of Country Schools
and for Graduates of the Eighth Grade of Town Schools.**

Bruggeman, Luella Elsie.....	Will	Manhattan
Corson, Carlyle William.....	McHenry	Marengo
Marks, Clarissa E.....	Jo Daviess	Stockton

SUMMER SCHOOL STUDENTS.

Abbott, Nancy.....	Whiteside.....	Garden Plain
Adams, Edith Elizabeth.....	Will	Peotone
Adams, Edith Marie.....	La Salle.....	Earlville
Adams, Marguerite Marie.....	Lee	Franklin Grove
Albright, Grace Katherine.....	Stephenson	Freeport
Algar, Ada	Winnebago	Durand
Allen, Frances	Lake	Waukegan
Allen, LaFayette	Lake	Grays Lake
Allen, Lillian Marie.....	DuPage	Elmhurst
Allison, Lucille Katherine.....	Cook	Desplaines
Alstrom, Ruth	DeKalb	DeKalb
Altenderfer, Faith Anna.....	Lee	Dixon

Name	County	Town
Amann, Cora Mary.....	Lake	Libertyville
Anglemyer, Earl Lewellyn.....	Lee	Compton
Anderson, Julia Esther.....	Kane	Wasco
Anderson, Matilda D.....	Kendall	Millington
Anderson, Mildred Mary.....	Bureau	Princeton
Andrew, Mary Beth.....	Winnebago	Argyle
Ank, Marie	Carroll	Mt. Carroll
Arondale, Verna Ruth.....	Kendall	Newark
Arnold, Elsie	Jo Daviess	Woodbine
Arnold, Helen Esther.....	Carroll	Lanark
Atkinson, Alice Jane.....	Jo Daviess	Galena
Atchison, Hazel Thornhill.....	Ogle	Davis Junction
Auble, Irene	Montgomery	Hillsboro
Aurand, Bessie Viola.....	Stephenson	Pearl City
Bacon, Inez May.....	McHenry	McHenry
Baird, Stella	La Salle	La Salle
Baker, Flora Irene.....	Winnebago	Durand
Baldwin, Verna Ione.....	Cook	Cicero
Ball, Margaret Evelyn.....	Kane	Hampshire
Banks, Rachel Almyra.....	Cook	Chicago
Barenthin, Ida A.....	Whiteside	Tampico
Barrett, Belle	Cook	Chicago
Barrowman, Mary Janet.....	Bureau	Spring Valley
Bartholomew, Ruby Louise.....	Winnebago	Rockford
Barton, Henry	DeKalb	Malta
Battin, Ina Marian.....	Kane	Elgin
Beckwith, Elmer M.....	Lake	Grays Lake
Bell, Eleanor	DeKalb	Kirkland
Bennett, Julia Olive.....	Whiteside	Fulton
Benson, Blanche	DeKalb	Kirkland
Benson, Harvey	DeKalb	DeKalb
Benson, Luella	DeKalb	Kirkland
Benson, Mary	DeKalb	Rollo
Benson, Minnie Lena.....	DeKalb	Rollo
Bergan, Edith Mary.....	Will	Manhattan
Bergstrom, Ruth Emma.....	DeKalb	DeKalb
Berry, Gertrude.....	Cass	Beardstown
Beverly, Arthur	Kane	Maple Park
Biehl, Edna May.....	DeKalb	DeKalb
Binder, Anna Josepha.....	Will	Joliet
Black, Jean Elizabeth.....	La Salle.....	La Salle
Blanchard, Merle Phelps.....	DeKalb	Sycamore
Bloomigdale, Paul Harold.....	DeKalb	Shabbona Grove
Bollinger, Clara J.....	Jo Daviess	Stockton
Bollinger, Florence.....	DeKalb	Sycamore
Bollinger, K. Vergil.....	DeKalb	Sycamore
Bolt, Amy Hudson.....	Bureau	Ladd

Name	County	Town
Boo, Lee.....	DeKalb	DeKalb
Book, Alberta Mae.....	Whiteside	Sterling
Borger, Roy H.....	Stephenson	Ridott
Bowler, Grace Lois.....	Mason	Manito
Bowles, Marjorie Webster.....	DeKalb	DeKalb
Boyce, Ella Martha.....	DeKalb	DeKalb
Brady, Ednah Theresa.....	Bureau	Sheffield
Brennan, Myrtle Margaret.....	DeKalb	Clare
Brewster, Walter H.....	Adams	Camp Point
Brogan, Marie Bridget.....	La Salle	Streator
Brook, Gladys M.....	(Montana)	Bozeman
Brooks, Theodocia.....	Lee	Harmon
Brophy, Mary I.....	La Salle	Streator
Brown, Bessie M.....	Kane	Elgin
Brule, Delphine Margaret.....	Kankakee	Kankakee
Brundage, Rilla Louise.....	DeKalb	Somonauk
Bryce, Hattie Otis.....	DuPage	Downer's Grove
Buckett, Florence Ione.....	(Arizona)	Bisbee
Bueche, Ida Esther.....	Kane	Elgin
Buell, Irma Agnes.....	Will	Joliet
Bull, Kathleen Marian.....	Lake	Zion City
Burke, Josie W.....	Winnebago	Rockford
Burnell, Hannah Mabel.....	Bureau	Spring Valley
Burnell, Hazel May.....	Bureau	Spring Valley
Bush, Evelyn Augusta.....	DeKalb	DeKalb
Cain, Alice.....	Henry	Colona
Campbell, Jeanne Adeline.....	Winnebago	Pecatonica
Cann, George Fremont.....	Ogle	Kings
Carlson, Axel.....	DeKalb	DeKalb
Carlson, Ruth Effie.....	Winnebago	Rockford
Carmody, Veronica Genevieve.....	Cook	Chicago
Carroll, Helen Agnes.....	DeKalb	DeKalb
Cass, Elizabeth Carol.....	Bureau	Ohio
Cassels, Mae Olive.....	Cook	Chicago
Caughey, Ruth Ellen.....	Whiteside	Sterling
Chambers, Jessie Blanche.....	Kane	Aurora
Chapman, Lenore.....	DeKalb	DeKalb
Chapman, Lucille.....	DeKalb	DeKalb
Cheadle, Genevieve.....	Lee	Ashton
Chedister, Nellie.....	Bureau	Cherry
Chesebro, Stella Hattie.....	DeKalb	DeKalb
Childers, Aleta Gertrude.....	Jo Daviess	Stockton
Christian, Elizabeth Irene.....	La Salle	La Salle
Christianson, Percy.....	DeKalb	DeKalb
Clark, Bessie.....	DeKalb	Hinckley
Clark, Florence.....	DeKalb	DeKalb
Clark, Helen Elizabeth.....	Lee	Dixon

Name	County	Town
Claxton, Pearl Iva.....	McHenry	McHenry
Cleland, Frances Mary.....	Kane	Dundee
Coffey, Mary Margaret.....	DeKalb	Kingston
Colburn, A. Belle.....	Kane	Aurora
Colegrove, Rachel Martha.....	Lake	Waukegan
Coleman, Irene Ella.....	Ogle	Rochelle
Coleman, Ray Emery.....	Henry	Geneseo
Collings, E. Dell.....	Bureau	Spring Valley
Collins, Florence Gertrude.....	Bureau	Sheffield
Collis, Maggie Belle.....	Henry	Geneseo
Confrey, Gus	La Salle	La Salle
Conley, Lillian Rose.....	McHenry	Woodstock
Conner, Ethel Mae.....	La Salle	Streator
Cooper, Edna Viola.....	Ogle	Byron
Corbett, Mabel Jennie.....	Mason	Manito
Corson, Irene Marguerite.....	DeKalb	Genoa
Coulter, Zora Eleanor.....	Bureau	Princeton
Countryman, Margaret	DeKalb	DeKalb
Covell, Gertrude Alice.....	Kane	Aurora
Cradduck, Leila Dorothy.....	Lee	Pawpaw
Cradduck, Ruby May.....	Lee	Pawpaw
Cramer, C. Carl.....	Carroll	Mt. Carroll
Crane, Olive Blanche.....	DeKalb	Sycamore
Crawford, Grace Irene.....	Kane	Elgin
Crisler, Alice Elizabeth.....	DuPage	Glen Ellyn
Crisler, Frances Elida.....	DuPage	Glen Ellyn
Crosby, Florence Elizabeth.....	Kane	Maple Park
Dahlen, Eva Aleda.....	Henry	Kewanee
D'Arcy, Myrtle Jennie.....	Cook	Wilmette
Davis, Dorothy Edna.....	DeKalb	Sycamore
Davis, Minerva Helen.....	Lake	Wauconda
Deardurff, Margaret Irene.....	DeKalb	Genoa
Decker, Jessie	DeKalb	Kirkland
De Gerald, Florence.....	Kane	Aurora
De Jongh, Helen Theodora.....	Stephenson	Freeport
Dennis, Hazel Ruth.....	Cook	Harvey
Densmore, Bonnie Edna.....	Carroll	Mt. Carroll
Dibler, Johanna Vera.....	McHenry	Woodstock
Diestelmeier, Hulda Martha.....	Stephenson	Kent
Dillon, Dora Caroline.....	Kane	Aurora
Dodge, Agnes Ethel.....	McHenry	Ringwood
Donahue, Clement Thomas.....	Jo Daviess	Stockton
Donnelly, Rose Veronica.....	Bureau	Ohio
Donovan, Eleanor Margaret.....	DeKalb	DeKalb
Douglass, Clara Ellen.....	McHenry	Hebron
Downey, Walter John.....	DeKalb	Shabbona
Doyle, Hattie Esther.....	Bureau	Princeton

Name	County	Town
Dreblow, Ruby Louise.....	Cook	Chicago
Drew, Alice Agnes.....	Lake	Waukegan
Dromgoole, Olive Lillian.....	Grundy	Mazon
Duel, Henry James.....	DuPage	Naperville
Duffy, Beatrice May.....	(Wisconsin)	Wilmet
Duffy, Mrs. Catherine.....	DeKalb	DeKalb
Dunbar, Ada Melvina.....	Boone	Belvidere
Durland, Edna Joy.....	Cook	La Grange
Dwyer, Charles Lester.....	Stephenson	Cedarville
Eckburg, Della Mable.....	Winnebago	Pecatonica
Edwards, Mable Louisa.....	Lake	Waukegan
Edwinson, Melva Serene.....	La Salle.....	Leland
Eells, Clark V.....	Stephenson	Winslow
Egan, Mary Gertrude.....	DeKalb	Cortland
Eisenhauer, Marie	La Salle.....	Troy Grove
Ely, Ena Salina.....	Ogle	Oregon
Emmons, Lula Zoe.....	Whiteside	Rock Falls
Everts, Martha Johanna.....	Stephenson	German Valley
Faber, Pearl Elizabeth.....	La Salle.....	Mendota*
Fahrion, Katherine Louise.....	Jo Daviess	Elizabeth
Faulkner, Pearl Helena.....	Lake	Wadsworth
Feaster, Anna Bryson.....	Rock Island.....	Hillsdale
Fenwick, Mabel Violet.....	McHenry	Huntley
Ferrari, Mary	Bureau	Ladd
Ferrell, Nora Jane.....	DeKalb	DeKalb
Fieldhouse, Bernice Jeanette.....	Peoria	Edelstein
Finkle, Veva Nancy.....	Lee	Dixon
Fisher, Dorothy	DuPage	Wheaton
Fleming, Florence Elizabeth.....	McHenry	Marengo
Foelsch, Gertrude Sina.....	LaSalle	Streator
Fosler, Ethel Agatha.....	LaSalle	Streator
Foster, Mabel Esther.....	LaSalle	Ottawa
Foy, Mary Emma.....	Carroll	Savanna
Frazier, Fanny Lucille.....	Carroll	Savanna
Freidag, Marie Litta.....	Stephenson	Freeport
Gabel, Otto Jacob.....	DeKalb	Shabbona
Gage, Helen Janet.....	Kane	Elgin
Gallegher, Mary	LaSalle	Streator
Gamble, Ada Marie.....	Jo Daviess	Hanover
Gardner, Hallie Margaret.....	Grundy	Mazon
Garman, Edythe May.....	DeKalb	DeKalb
Garrity, May Sheahan.....	DuPage	Wheaton
Gassman, Walter Charles.....	Stephenson	Erin
Gastfield, Aurelia M.....	Lake	Deerfield
Gastfield, Harriet Charlotte.....	Lake	Highland Park
Gates, Stella Pansy.....	Jo Daviess	Stockton
Gatewood, Theresa	(Nebraska)	McCook

Name	County	Town
Gay, Frances Anna.....	LaSalle	Streator
George, Minnie M.....	Cook	Chicago
Gerdes, Louise Antoinette.....	Whiteside	Sterling
Gilbert, Coryl Inez.....	Stephenson	Freeport
Gilbert, Margaret Augusta.....	Lake	Wadsworth
Glidden, Doris.....	DeKalb	DeKalb
Glidden, Josephine.....	DeKalb	DeKalb
Gochenour, Ruth Sue.....	DeKalb	DeKalb
Goeche, Hazel Gaynell.....	Kane	Elgin
Goodrich, Anna Lascelles.....	Boone	Capron
Goodyear, Bertha D.....	DeKalb	DeKalb
Gorham, Mrs. Lillie P.....	McHenry	Crystal Lake
Gouse, Myrtle Amanda.....	Jo Daviess	Elizabeth
Graham, Violet May.....	DeKalb	Genoa
Grater, Bertha May.....	Whiteside	Morrison
Gray, Ethel Blanche.....	Carroll	Lanark
Gray, Margaret Louise.....	Will	Plainfield
Greek, Alice Cathryn.....	DeKalb	DeKalb
Groeziinger, Lillian Caroline.....	Jo Daviess	Elizabeth
Guerrini, Lena Ernestine.....	Bureau	Ladd
Gunn, Margaret	Lake	Lake Forest
Gumbrell, Thomas George.....	DeKalb	Sycamore
Gustafson, Alice	Kane	Batavia
Gustafson, Grace Sophia.....	Henry	Cambridge
Gustafson, Nellie Grace.....	Kane	Batavia
Hagie, Florence	Jo Daviess	Elizabeth
Hagius, Grace Bessie.....	Jo Daviess	Galena
Hall, Anna Augusta.....	Lake	Waukegan
Hall, Ruth B.....	DeKalb	Shabbona
Hamilton, Grace Emily.....	Whiteside	Lyndon
Hammond, Bernice Alberta.....	McHenry	Harvard
Hanmer, Mary Frances.....	Kane	St. Charles
Hanne, Edna Nettie.....	Lee	Dixon
Hannon, Florence Elizabeth.....	Kane	Elburn
Hanrahan, Mary Bergetta.....	Cook	Chicago
Hanson, Capitola	Kankakee	Momence
Hanson, Ebba Hanna.....	Kane	Elburn
Happold, Regina Anna.....	Putnam	McNabb
Harris, Iva	(Missouri)	Hannibal
Harroun, Susan E.....	DeKalb	Sycamore
Harry, Edna Blanche.....	Carroll	Savanna
Hart, Margaret Alice.....	Livingston	Chatsworth
Hart, Nellie Bridget.....	LaSalle	Ottawa
Haselton, Leo Guy.....	Ogle	Kings
Haskins, Marion B.....	Boone	Belvidere
Hausam, Lydia Mae.....	Cook	Arlington Heights
Hayes, Mary Veronica.....	McHenry	Woodstock

Name	County	Town
Haywood, Florence Anna.....	Will	Plainfield
Healy, Mae	Kane	Hampshire
Hedstrom, Eleanor Elvira.....	Will	Joliet
Hemenway, Elma Louise.....	DeKalb	Genoa
Henrie, Laura Mae.....	Kane	Maple Park
Hercer, Florence Magdalene.....	Bureau	Spring Valley
Herr, Bertha Dorothea.....	DeKalb	DeKalb
Hewes, Ella Isabel.....	Will	Crete
Hickok, Mrs. Frances Eck.....	LaSalle	Troy Grove
Hicks, Margaret Lillian.....	Bureau	Spring Valley
Hiland, Dorothy June.....	DeKalb	DeKalb
Hiland, Grace Editha.....	DeKalb	DeKalb
Holbrook, Caroline Blanche.....	Whiteside	Sterling
Holdren, Eva Leona.....	Lee	West Brooklyn
Hollar, Sue Belle.....	LaSalle	Ottawa
Hollem, Amy Irene.....	Winnebago	Rockford
Holmbeck, Monika Marie.....	DeKalb	DeKalb
Holt, Mary Luella.....	Whiteside	Lyndon
Hooker, Harold Dwight.....	DeKalb	Sycamore
Hopkins, Mary Florence.....	DeKalb	Sycamore
Horan, Jesse C.....	DeKalb	Cortland
Horan, Laura Kathleen.....	Kane	Maple Park
Horan, Margaret	DeKalb	DeKalb
Horn, Louise Margaret	LaSalle	Ottawa
Horn, Ruth Mildred.....	DeKalb	DeKalb
Housingier, Julia	Cook	Homewood
Howard, Lucile Vivian	Jo Daviess	Stockton
Howard, Marie Grace	Jo Daviess	Stockton
Howe, Kathryn Mary	Cook	Chicago
Howell, Vivian Dora	McHenry	Woodstock
Hoy, Bertha Mae	DuPage	Warrenville
Hoy, Elsie Louise	DuPage	Warrenville
Huss, Mary Elizabeth	Rock Island.....	Rock Island
Jencks, Ruth Tessie	LaSalle	Ottawa
Jenkins, Walter Lott.....	DeKalb	DeKalb
Jerry, Belmena Helen.....	DeKalb	DeKalb
Johnson, Elsie Josephine.....	Kane	St. Charles
Johason, Emma Mathilda.....	Winnebago	Rockford
Johnson, Ethel Victoria	Bureau	De Pue
Johnson, Florence	Kane	Hampshire
Johnson, Hattie Elizabeth.....	Winnebago	Rockford
Johnsen, Hazel Viola.....	Rock Island	Port Byron
Johnson, Hilda Eleanor	Bureau	De Pue
Johnson, Josie Ruth.....	DeKalb	Leland
Johnson, Myrtle Leanora.....	Bureau	Princeton
Johnson, Nellie Cecilia.....	Winnebago	Winnebago
Johnson, Olive Pearl.....	Carroll	Mt. Carroll

Name	County	Town
Johnson, Ruth Adelaide.....	Winnebago	Rockford
Johnson, Ruth Marie.....	Lake	Waukegan
Julian, Jessie Mabel.....	Lake	Zion City
Jurgens, Hilsie	Carroll	Savanna
Kahler, Bernice	Ogle	Rochelle
Kastner, Kathryn	Kane	Geneva
Keefe, Mary	LaSalle	Streator
Kehl, Effie Frances.....	Carroll	Mt. Carroll
Kelly, Edna Kathron.....	Kane	Batavia
Kelley, Fern Marion.....	Kane	Elgin
Kelly, Mary Ellen.....	DeKalb	Cortland
Kelly, Nancy	(Iowa)	De Witt
Kemp, Lenore Beulah.....	Cook	Harvey
Kennedy, Gertrude Marguerite....	McHenry	Harvard
Kent, Orla	Kane	Aurora
Keyes, Ethel Abigail.....	DeKalb	DeKalb
Keyes, Grace	DeKalb	DeKalb
Killion, Clara Leona.....	Stephenson	Freeport
Kilmartin, Edith Albright.....	LaSalle	Mendota
Kimes, Myrtle Edith.....	LaSalle	Streator
Kingsbury, Katherine	Cook	Park Ridge
Kinne, Ruth	LaSalle	Leland
Kinsella, Bessie Adeline.....	Stephenson	Pearl City
Klewin, Emma Dorothy.....	Ogle	Kings
Klink, Rose Wilhelmina.....	Kane	Montgomery
Klug, Harold Lawrence.....	Du Page	Glen Ellyn
Knapp, Cecil Mary.....	Lee	Ashton
Knoch, Wilhelmina Clara.....	DuPage	Naperville
Knodle, Edgar Leroy.....	DeKalb	DeKalb
Kocher, Wilma Jean.....	Winnebago	Rockton
Koos, Katherine	Kendall	Yorkville
Kostenbader, Vivian Rosetta.....	Stephenson	Freeport
Kreitzburg, Edna Caroline.....	Ogle	Stillman Valley
Kretsinger, Grace Wilson.....	Ogle	Egan
Kretsinger, Perle Wanda.....	Ogle	Egan
Kruppen, Ethel Isabel.....	McHenry	Richmond
Kryder, Emory J.....	Stephenson	Freeport
Kutter, Lydia Katherine.....	LaSalle	Mendota
Kugler, Harold Charles.....	DeKalb	Sycamore
Ladd, Florence Gertrude.....	DeKalb	Sandwich
Laing, Charlotte Marguerite.....	Boone	Belvidere
Lambert, Dorothy May.....	Rock Island	Cordova
Lambert, Elizabeth Campbell.....	Carroll	Savanna
Lanan, John Lewis.....	DeKalb	Sycamore
Lansden, Isabelle Sheadle.....	Ogle	Rochelle
Larkin, Mildred Ruth.....	Lee	Harmon
Larson, Adolph A.	Kendall	Newark

Name	County	Town
Larson, Harriet Elizabeth.....	DeKalb	DeKalb
Larson, Laura Marie.....	Winnebago	Rockford
Larson, Selma O.....	Henry	Cambridge
Lawler, Agatha Anna.....	DeKalb	Cortland
Lawson, Esther Dorothy	Henry	Orion
Lawrenz, Greba Jo.....	Cook	Chicago
Lawrenz, Rosa Caroline.....	Cook	Chicago
Lee, Alice S.....	(Mississippi)	Meridian
Leifheit, Ella Louise.....	LaSalle	Mendota
Leigh, Agnes	Kane	Aurora
Leonard, Lillian	Logan	Decatur
Leuchtenberg, Ben George.....	(Wisconsin)	Milwaukee
Leuchtenberg, Fred August.....	(Wisconsin)	Milwaukee
Leutbecker, Louise Marie.....	DeKalb	DeKalb
Lichty, Iva June.....	Carroll	Lanark
Liljequist, Earl Eugene.....	DeKalb	DeKalb
Lilly, Ada Ellen.....	Winnebago	Durand
Lindberg, Wendell	DeKalb	DeKalb
Lindbergh, Elsie	DeKalb	DeKalb
Lindquist, Irene Amanda.....	DeKalb	Sycamore
Link, Hattie	Stephenson	Pearl City
Linn, Anna Sophia.....	Whiteside	Sterling
Linroth, Caroline C.	Winnebago	Roscoe
Littlejohn, Chester O.	Shelby	Oconee
Lobstein, Lillian G.....	Cook.....	Forest Park
Lofgren, Dollie Emma	Winnebago	Pecatonica
Lonergan, Gertrude	Winnebago	Rockford
Ludwig, Jennie Angeline.....	Ogle	Forreston
MacDonald, Annabelle	Bureau	Dalzell
Macdonald, Florence Marguerite...	Cook	Evanston
McBride, Marguerite Clifford.....	Cook	Oak Park
McCabe, Sadie	DeKalb	DeKalb
McCann, Mary Rose.....	Lake	Lake Villa
McClusky, Margaret Fay.....	Boone	Capron
McConnell, Bertha June.....	Rock Island	Hinsdale
McDermott, Marie	Cook	Chicago
McDonald, Emily Lucile.....	Winnebago	Rockford
McDougall, Viva V.....	Boone	Belvidere
McFadden, Elsie B.	Bureau	Spring Valley
McGovern, Mae Jane.....	Lee	Sublette
McKean, Eva Margaret.....	Carroll	Milledgeville
McKillips, Fanny Imogene.....	Jo Daviess	Galena
McKinley, Alta	Lake	Zion City
McKinley, Edna Pearl.....	Lake	Zion City
McLain, Eleanor Frances.....	Stephenson	Lena
McLarnon, Caroline	LaSalle	Dimmick
McLean, Anna Loreta	Lee	Steward

Name	County	Town
McLean, Cecelia	Lee	Steward
McMahon, Marie Irene.....	Bureau	Sheffield
Maakestad, Mertie Alice.....	Lee	Lee
Mack, Esther M.	DeKalb	Waterman
Maher, Edna Marie	Bureau	Sheffield
Malone, Mary Elizabeth	Kane	Maple Park
Marble, Mildred Ethel.....	McHenry	Woodstock
Marshall, Georgia Ora.....	DeKalb	DeKalb
Martin, Adah Luella.....	Rock Island	Milan
Martin, Minnie Marie.....	Warren	Alexis
Masters, Blanche Leona	Stephenson	Lena
Mau, Eleanor	Cook	Chicago
May, Carolyn Cheever.....	McHenry	Harvard
Mayeau, Aubine Ruby.....	Kankakee	St. Anne
Mead, Murieta Era.....	DeKalb	DeKalb
Meers, Josephine F.	Tazewell	Delavan
Merchant, Blanche V.	Carroll	Mt. Carroll
Merevich, Amelia M.	Bureau	Spring Valley
Merwin, Dorothea	DeKalb	Somonauk
Metz, Minnie Frances.....	Will	Joliet
Mewhirter, Alice Mary.....	Kendall	Yorkville
Miller, Alice Izora.....	Bureau	Wyanet
Miller, Catherine Loretto.....	Winnebago	Rockford
Miller, Irene	Will	Joliet
Miller, Lydia Emily.....	Cook	Chicago
Miller, Lydia Maye.....	Ogle	German Valley
Minier, Mabel Elsie.....	Stark	Bradford
Mitten, Louis	LaSalle	Ottawa
Moews, Kathryn	Putnam	McNabb
Mooney, Margaret M.....	Cook	Chicago
Moore, Alice M.....	Kane	Batavia
Moore, Elta Louise	Stephenson	Freeport
Moore, Laura Edna	Kane	Elgin
Morgridge, L. D.....	Lee	Amboy
Morris, Field Clarence.....	DeKalb	Sycamore
Morris, Kittie Beulah	Whiteside	Lyndon
Morris, Mabel Fay.....	Bureau	Tiskilwa
Morrissey, Frances Etta.....	Will	Joliet
Morrissey, Francis J.....	Lee	Amboy
Morrissey, Mary Mabel.....	Will	Joliet
Morse, Avis Ione.....	DeKalb	DeKalb
Morton, Mrs. Mary.....	Kane	Elgin
Mosher, Gladys Ava.....	DeKalb	Elva
Murphy, Irene	Ogle	Rochelle
Nelson, Adah	LaSalle	Leland
Nelson, Alva Jeanette	Lake	Waukegan
Nelson, Clara Melissa.....	Lake	Antioch

Name	County	Town
Nelson, Grace T.....	Kendall	Newark
Ness, Adella Constance.....	Kendall	Newark
Ness, Alta Ruth.....	Kendall	Newark
Newberry, Florence E.	DeKalb	DeKalb
Newman, Elsie Frances.....	Kane	Geneva
Newman, Nellie	Kane	Geneva
Nilson, Minnie A.	DeKalb	Sycamore
Noftsker, Grace	Rock Island	Rock Island
Nystrom, Florence Esther.....	Winnebago	Rockford
Oberheim, Mabel Fern.....	Carroll	Mt. Carroll
O'Brien, Mary Ella.....	DeKalb	DeKalb
Oldfield, Hazel Gertrude.....	DuPage	Downers Grove
O'Halloran, Harriet O.	LaSalle	Peru
Olsen, Alma	LaSalle	Marseilles
Olson, Tillie Edith.....	Kendall	Newark
O'Mally, Mary Evie	Kane	Maple Park
O'Neill, Winifred Ignitia.....	Cook	Chicago
O'Rorke, Alice	Ogle	Rochelle
Ostergaard, Soren	DeKalb	DeKalb
Otterstrom, Ruth Edith.....	Will	Lockport
Paddock, Mary Ella.....	Lake	Antioch
Pakan, Olga J.	(Michigan)	Allegan
Pasley, Adah	DeKalb	DeKalb
Pasley, DeEstin	DeKalb	DeKalb
Paul, Minta Arabella	Winnebago	Winnebago
Pearson, Esther Elizabeth	Winnebago	Roscoe
Peebles, Edith A.	DeKalb	DeKalb
Penny, Blanche M.	DeKalb	DeKalb
Peters, Isaac Lee	LaSalle	Streator
Peters, Nina Rosella	Ogle	Monroe Center
Peterson, Genevieve Lucille.....	Cook	Chicago
Peterson, Nettie	Warren	Monmouth
Pettis, Jessie Agnes	Winnebago	Rockford
Pettit, Gertrude	Boone	Belvidere
Phillips, William K.	DeKalb	DeKalb
Pilcher, Genevieve Irene.....	Will	Plainfield
Pitt, Anna Dorothy	Cook	Des Plaines
Plate, Nellie Viola	Kane	Elgin
Pletsch, Anna Elizabeth.....	Putnam	McNabb
Pletsch, Hettie Matilda.....	Putnam	McNabb
Polson, Grace Elizabeth.....	Bureau	Princeton
Pope, Mabel L.	Bureau	Lamoille
Pope, Rosella Barbara	Bureau	Lamoille
Potgeter, Jennie	Ogle	Forreston
Prentice, Alice	Bureau	Malden
Price, Sarah Pearl.....	DeKalb	Waterman
Priddy, C. Laura.....	Will	Manhattan

Name	County	Town
Prowant, Frances Helen	Carroll	Chadwick
Purnell, Viola Esther.....	DuPage	West Chicago
Quinn, Agnes Helen.....	Cook	Chicago
Rabausch, Edith Elizabeth.....	LaSalle	LaSalle
Rafter, Jessie Mary.....	Bureau	Spring Valley
Rasmusen, Christine DuWana....	Kankakee	Momence
Rawlins, Kyle Everett.....	Carroll	Mt. Carroll
Rawson, William J.	McHenry	Solon Mills
Real, Johanna Mary.....	Stark	Bradford
Ream, Anna De Witt.....	Kane	Hampshire
Reddock, Nora Isabelle.....	Kendall	Yorkville
Rehn, Minne Eleanor.....	Mercer	N. Henderson
Renn, Hazel Pyrie	DeKalb	Genoa
Reynolds, Elenora	Rock Island.....	Port Byron
Reynolds, Pearl E.	DeKalb	Sycamore
Richardson, Ruth Belle.....	McHenry	Hebron
Richardson, Marguerite Elizabeth..	LaSalle	Utica
Richmond, Jean	DeKalb	Waterman
Richmond, Maud Helena	LaSalle	Streator
Rickard, Blanche Anita	Cook	Des Plaines
Riley, Helena Loretta	DeKalb	Malta
Rippentrop, Minnie	Ogle	Lindenwood
Rislow, Francelia Louise.....	Boone	Capron
Robertson, Eunice Mabel.....	DuPage	West Chicago
Rolandson, Olive Julietta.....	Boone	Capron
Rood, Mildred Gano.....	DuPage	Wheaton
Rote, Alversa	Boone	Belvidere
Rothenberger, Ella	Bureau	Spring Valley
Rothermel, Nora Edna.....	Ogle	Forreston
Rowan, Helen Elise.....	DeKalb	DeKalb
Rowley, Bess	DeKalb	Sycamore
Rowley, Edith	DeKalb	Sycamore
Rowley, Elizabeth Margaret.....	DeKalb	Sycamore
Ryan, Katherine Marion.....	Jo Daviess.....	Galena
Sammon, Thomas P.....	DeKalb	DeKalb
Sandberg, Freda	DeKalb	Sycamore
Schaff, Ruth	Cook	Des Plaines
Schafman, Florence Mae.....	DeKalb	Somonauk
Schauer, George Everett.....	Jo Daviess	E. Dubuque
Schultz, Martin William.....	Whiteside	Coleta
Schulz, Emma Amelia.....	Lee	Franklin Grove
Schuler, Jessie Winifred.....	Stephenson	Pearl City
Schweitzer, Irene Meta.....	LaSalle	Peru
Seavey, Mertie Ellen.....	Kane	Big Rock
Sederholm, Gerda Emelia.....	DeKalb	DeKalb
Sevetson, Florence Mae.....	Kane	Batavia
Shafer, Floyd	DeKalb	DeKalb

Name	County	Town
Shank, Florence Edith.....	Stephenson	Lena
Sharp, Mary Luella	Kane	Elburn
Shattuck, Ethel	DeKalb	Sycamore
Shearer, Jane E.	Ogle	Oregon
Simons, Kathryn Agnes.....	Kane	Maple Park
Simpson, Emma Florence.....	Lee	Amboy
Simpson, Mayme Merriman.....	Lee	Amboy
Sitler, Loyal Van.....	Ogle	Oregon
Sleezer, Ethel Mildred.....	Kendall	Bristol
Sleezer, Mary Nancy.....	Kendall	Milbrook
Smiley, Sara Louise.....	Will	Plainfield
Smith, Anna M.....	Jo Daviess.....	Galena
Smith, Edith Mae.....	McHenry	Marengo
Smith, Esther Emily.....	DeKalb	DeKalb
Smith, Gladys.....	Lee	Dixon
Smith, Louise Lillian.....	Lee	Dixon
Smith, Marcella Marie.....	Cook	Chicago
Smith, Nellie Gertrude.....	Bureau	De Pue
Smith, Ruby Inez.....	Henry	Cambridge
Smull, Jane	(S. Dakota)	Summit
Sneesby, Halie Augusta.....	Lake	Waukegan
Sneesby, Hazel Leona.....	Lake	Waukegan
Snook, Hazel Grace.....	Ogle	Polo
Snyder, Etta Minnie.....	Whiteside	Albany
Solomon, Viola Pearl.....	LaSalle	Ottawa
Sonnenberg, Elizabeth	Cook	Evanston
Sorenson, H. R.	DeKalb	DeKalb
Southworth, Ruth Catherine.....	Ogle	Rochelle
Spaid, Lola Minerva.....	Rock Island.....	Port Byron
Speicher, Grace	Carroll	Lanark
Spencer, Harold F.	Lake	Wauconda
Sprague, Edith Alberta.....	Bureau	Sheffield
Stanley, Beulah Bernice.....	Winnebago	Winnebago
Stein, Hilda Anna.....	St. Clair.....	Belleville
Sterenber, Theresa Dorcas.....	Whiteside	Fulton
Stocking, Myrtle	Ogle	Lindenwood
Stone, Benj. W.....	DeKalb	Malta
Stone, Ethel Edna.....	DeKalb	Malta
Stone, James E.....	DeKalb	Malta
Strube, Marie Anna.....	Lee	Ashton
Stulik, Antoinette	Cook	Chicago
Sullivan, Gertrude	Bureau	Ohio
Swain, Zora V.	Bureau	Tiskilwa
Swanson, Marguerite Violet.....	DeKalb	Sycamore
Swartz, Lottie Mae.....	Bureau	Princeton
Sweeney, Catherine J.	Kendall	Newark
Swift, Viola P.	DeKalb	Waterman

Name	County	Town
Switzer, Mildred V.	Carroll	Mt. Carroll
Teeple, Ruby Eunice.....	McHenry	Harvard
Tiffany, Mae	Lee	Amboy
Thomas, Florence Esther	Whiteside	Sterling
Thompson, Mabel Alice.....	Grundy	Morris
Thomson, Blanche	DeKalb	DeKalb
Thomson, M. Ruth	DeKalb	DeKalb
Thomson, Vivian M.	Lake	Waukegan
Tredennick, Nellie Ada.....	Grundy	Mazon
Tripp, Mamie Aletha.....	Kendall	Fox
Trieger, Pearl Adolphine.....	Lake	Antioch
Tunis, Golda Pearl.....	Bureau	Tiskilwa
Turban, Elsie Marguerite.....	Whiteside	Morrison
Tuttle, Amber Maria.....	Cook	Barrington
Tweet, Lillian Advana.....	Kendall	Newark
Tysdal, Helen Marie.....	DeKalb	Lee
Valle, Florence M.....	Lee	Dixon
Van Natta, Blanche.....	LaSalle	Ottawa
Van Natta, Helen Lorana.....	LaSalle	Ottawa
Van Vleet, Floyd S.	Kane	Hampshire
Van Vleet, Hazel Ruth.....	Kane	Hampshire
Vincent, Cora Louise.....	Bureau	Malden
Vining, Marion May.....	Cook	Chicago
Voelkel, Irma L.....	St. Clair	Belleville
Voelkel, Nora Anna.....	St. Clair	Belleville
Voigt, Omeda Alberta.....	Kankakee	Kankakee
Von Ohlen, Ila Rae.....	LaSalle	Leland
Votaw, Claire	Cook	Chicago
Wachlin, Emma Irene.....	Stephenson	McConnell
Wagner, Leo	Rock Island	Rock Island
Wagner, Dena M.	Stephenson	Winslow
Wagner, Lucy Clara.....	DuPage	Wheaton
Walker, Blanche E.....	DeKalb	Malta
Walp, Ada Mary.....	LaSalle	Streator
Walrod, Jennie A.	DeKalb	Sycamore
Walsh, Madeline E.	Cook	Chicago
Ward, Myrtle Mildred.....	Henry	Geneseo
Ward, Pauline Faye.....	Ogle	Rochelle
Warner, Jennie Elizabeth	DeKalb	Sycamore
Warren, Johnie J.....	Boone	Poplar Grove
Warrington, Mary Rachel.....	Kane	Hampshire
Waschell, Clara A.	Kendall	Plano
Washburn, Lillian B.	DuPage	Downers Grove
Webb, Lelah Elizabeth.....	Lake	Waukegan
Webber, Hazel Naomi.....	Lee	Compton
Welch, Frances Elizabeth.....	McHenry	McHenry
Welch, Jean Elizabeth.....	Lake	Russell

Name	County	Town
Wetz, Christiana E.	DeKalb	DeKalb
Wenholz, Laura Louise.....	Kane	Dundee
Wheeler, Kathryn Edythe.....	Kane	Geneva
White, Cora E.	McHenry	Woodstock
White, Vera V.	(Wisconsin)	Dodgeville
Whitford, Erma R.	DeKalb	Waterman
Whitford, Harriet Alma.....	DeKalb	Waterman
Whitney, Alpha Irene.....	Cook	Des Plaines
Whitney, Lela M.	Boone	Belvidere
Wickham, Lula Alyce.....	McHenry	Hebron
Williams, Emily	Lee	Dixon
Wilson, Anna Pauline	Mason	Manito
Wilson, Nellie Blanche.....	Winnebago	Rockford
Wilson, Gladys Lee.....	DeKalb	DeKalb
Wilson, Mildred Elizabeth.....	DuPage	Wheaton
Wirick, Jean Paul.....	Livingston	Dwight
Wolfe, Freda Frances.....	McHenry	Harvard
Wollensak, Florence P.....	DeKalb	Sycamore
Woodcock, Helen June.....	Ogle	Byron
Woodworth, Bess Osborn.....	McHenry	Marengo
Wright, Harold G.	DeKalb	Rollo
Wyckoff, Cornelia V.	Marshall	Henry
Youker, Celestia	Lake	Lake Bluff
Zearing, Dorothy	Bureau	Ladd
Zeller, Ruth Louise.....	Lee	Ashton
Ziegler, Iva May.....	Kane	Maple Park
Zink, Althea	Bureau	Buda
Zugschwerdt, Gertrude	Carroll	Chadwick

SUMMARY OF ATTENDANCE.

Special	7	
Art Course	2	
Art and Music Course.....	1	
Vocal Music Course	8	
Domestic Science Course.....	23	
Manual Arts	8	
Seniors	146	
Two-Year Course	125	
Three-Year Course	52	
Four-Year Course	57	
Five-Year Course	19	
Summer Term	652	
	<hr/>	1100
Names Counted Twice.....		107
		<hr/>
		993

Normal Training School.

Grade 1	38	
Grade 2	17	
Grade 3	17	
Grade 4	30	
Grade 5	24	
Grade 6	25	
Grade 7	29	
Grade 8	26	
	<hr/>	206

Glidden Training School.

Grade 1	58	
Grade 2	52	
Grade 3	53	
Grade 4	59	
Grade 5	41	
Grade 6	37	
Grade 7	39	
Grade 8	31	
	<hr/>	370
		<hr/>
Total in the Training School.....		576
		<hr/>
Total		1569

Counties Represented—41.

Adams	Kendall	Ogle	Woodford
Alexander	Lake	Peoria	(Arizona)
Boone	LaSalle	Putnam	(California)
Bureau	Lee	Rock Island	(Iowa)
Carroll	Livingston	Shelby	(Michigan)
Cass	McHenry	Stark	(Mississippi)
Cook	Macon	St. Clair	(Missouri)
DeKalb	Macoupin	Stephenson	(Montana)
DuPage	Marshall	Tazewell	(Nebraska)
Grundy	Mason	Warren	(Ohio)
Henry	Mercer	Whiteside	(Pennsylvania)
Jo Daviess	Montgomery	Will	(South Dakota)
Kane	Morgan	Winnebago	(Wisconsin)
Kankakee			

ALUMNI REGISTER.

CLASS OF 1900.

- Bertram, Jennie Campbell, Idaho Falls, Idaho. 9 years.
- Bush, Minnie M., Huntington, Ind. 12 years.
- Chamberlain, Linnie (Mrs. M. F. Howells), Erie, Ill. 5 years.
- Clark, Samuel C., Department of Agriculture, Washington, D. C. 13 years.
- Flenjte, Lewis E., Amboy, Ill. 6 years.
- Gallagher, Margaret A., 2202 Wash. Ave., Seattle, Wash. 14 years.
- Hamel, Cecelia, Evanston, Ill. 14 years.
- Hamm, Eva Grace. Died in Sterling, Ill., Nov. 17, '06. 5 years.
- Helmershausen, Minnie Adella, Wm. Penn Nixon School, Chicago. 14 years.
- Johnston, J. Winnifred, Oak Park, Ill. 6 years.
- McCrea, Ida H. (Mrs. John F. Lewis), Creston, Ill. 7 years.
- Martin, Lida C., Decatur, Ill. 14 years.
- Mitchell, Elizabeth J. H. (Mrs. S. N. Rinde), Grafton, N. D. 7 yrs.
- Mize, A. Roy, Byron, Ill. 8 years.
- Patten, Mary L. (Mrs. M. D. Shipman), DeKalb, Ill. 2½ years.
- Sweeney, Joanna R. (Mrs. Thomas P. Feely), Joliet, Ill. 10½ yrs.

CLASS OF 1901.

- Baker, Lou (Mrs. D. L. Woodruff), Grants Pass, Oregon. 6 years.
- Banks, Eleanor H., Morse School, Chicago, Ill. 13 years.
- Bennett, Frank L., Supt. Public Schools, Earlville, Ill. 12 years.
- Beverly, Rhoda M., Aurora, Ill. 11 years.
- Brock, Agnes C., Batavia, Ill. 9 years.
- Carpenter, Bertha E. (Mrs. Tom Campbell), Los Angeles, Cal. 8 years.
- Cornell, Edward M., Roswell, New Mexico. 5 years.
- Crosby, Alice, Kewanee, Ill. 12 years.

25. Daehler, M. Elizabeth, Chadwick, Ill. 13 years.
26. DeYoung, Richard G., Curtis School, Chicago. 13 years.
27. Doolittle, Eleanor A., Long Beach, Cal. 11 years.
28. Duffey, Margaret L., died in DeKalb, Ill., Nov. 26, 1906. 2 years.
29. Dunning, Jessie (Mrs. P. W. Dykema), Forest Hills, Elmhurst, New York.
30. Ekdahl, Nellie, Lanark, Ill. 12 years.
31. Ferris, Birdie X. (Mrs. E. M. Frye), Sterling, Ill. 3 years.
32. Gagin, Mary I. (Mrs. W. E. McCormick), Rock Falls, Ill. 6½ years.
33. Gilpatrick, Mabel E., Chicago, Linne School. 12 years.
34. Greenough, Charles W., Cottonwood, Idaho. 10 years.
35. Hamm, Mary Helen, Sterling, Ill. 12 years.
36. Hatch, Hattie S., Student, U. of Chicago. 9 years.
37. Hatch, Rose L. (Mrs. H. H. Hunt), died July 30, 1911. 2 years.
38. Hennings, Stella A., Elgin, Ill. 6 years.
39. Herndon, Lena, Springfield, Ill. 8 years.
40. Huber, Crescenta, McCormick School, Chicago. 13 years.
41. Jordan, Estella (Mrs. F. L. Bennett), Earlville, Ill. 2 years.
42. Lascelles, Ida B., Evanston, Ill. 13 years.
43. Lee, Eva Grace, Fort Collins, Col. 11½ years.
44. Lloyd, William R., Oak Park, Ill. 1 year.
45. Lowman, Charles E., Supt. Pub. Schools, Genoa, Ill. 13 years.
46. MacMillan, Helen (Mrs. W. H. Allyn), died at Waverly, Ill., Jan. 31, 1913. 5 years.
47. McBride, Charlotte M. (Mrs. D. E. Russell), Rockefeller, Ill. 7 yrs.
48. Meyer, Julia E., Park Manor School, Chicago, Ill. 12 years.
49. Murtfeldt, Minnie A., Rockford, Ill. 13 years.
50. Myers, Nettie Daisy, Chadwick, Ill. 2 years.
51. Nelson, Sena C., Flasher, N. D. 13 years.
52. Obye, Katherine H., Galena, Ill., Prin. high school. 12 years.
53. Patten, Elizabeth N. (Mrs. C. F. Toenniges), DeKalb, Ill. 1 year.
54. Phalen, Irene A. (Mrs. J. J. Cooney), Woodstock, Ill. 5 years.
55. Phillips, Eugene M., Palatine, Ill. 9 years.
56. Poust, Roy Merton, Oshtemo, Mich. 11 years.
57. Ragland, Lewis W., Supt. Schools, Greenfield, Ill. 11 years.
58. Scott, Clara L. (Mrs. F. Berger), Seattle, Wash. 5 years.
59. Smith, Mary M. (Mrs. C. E. Lowman), Genoa, Ill. 2 years.
60. Spence, Olive A. (Mrs. J. W. Carrin), Lake Forest, Ill. 5 years.
61. Taylor, Elizabeth, The Rutland, Tacoma, Wash. 13 years.
62. Walter, Cora V., Battle Creek, Mich. 7 years.
63. Watson, Edith M. (Mrs. G. C. Cary), Boulder, Col. 1 year.
64. White, Adda M., student, Univ. of Wis., Madison, Wis. 7 years.
65. Wright, Ivy S. (Mrs. Stuart L. Bartram), Oak Park, Ill. 9 years.

CLASS OF 1902.

66. Adams, Mildred (Mrs. Frank Robinson), Oregon, Ill. 2 years.
67. Bayley, Mary A. (Mrs. Fim Murra), Boston, Mass. 1 year.
68. Bodenschatz, Emily C., Elgin, Ill. 12 years.
69. Boehringer, Cora Louise, Yuma, Arizona. 12 years.
70. Brandt, Grace M., Northwestern Academy, Chicago. 9 years.
71. Bratton, Maude E., Kankakee, Ill. 4 years.
72. Brundage, Kate A. (Mrs. Clarence B. Howard), Portland, Oregon, 8 years.
73. Burns, Gertrude M. (Mrs. Harry A. Sawyer), Cumberland Mills, Maine. 7 years.
74. Cool, Mary F. (Mrs. L. S. Bowe), Bloomington, Ill. 5 years.
75. Dunbar, Pearl A., Dover, Ill. 10 years.
76. Eades, Jessica M. (Mrs. David Marshall), Irving Park, Ill. 1 year.
77. Farr, Elsie F. (Mrs. David Madden), Rockford, Ill. 4 years.
78. Ferguson, Clarence H., Milwaukee, Wis. 5 years.
79. Fitzpatrick, Margaret, Irving Park School, Chicago, Ill. 12 years.
80. Frederick, James Ivan, died in Chicago, Jan. 10, 1908. 5½ years.
81. Garretson, Mary V. (Mrs. H. H. Vent), DeKalb, Ill. 4 years.
82. Garrity, Anna J. (Mrs. S. A. Crowley), Mendota, Ill. 5 years.
83. Goodyear, Bertha D., Aberdeen, S. D. 11 years.
84. Gregory, Lottie B., Rockford, Ill. 12 years.
85. Griffith, Katherine M., Ashton, Ill. 2 years.
86. Gruenewald, Emma D., Highland Park, Ill. 11 years.
87. Hayes, L. Blanche, 3807 W. Polk St., Chicago, Ill. 11 years.
88. Hugett, Hattie V., Batavia, Ill. 10 years.
89. Kays, Victor C., Prin. State Agricultural School, Jonesboro, Ark. 7 years.
90. Lenehan, Carolyn (Mrs. Francis Withers), Manteno, Ill. 7 years.
91. May, Marion (Mrs. E. L. Woodward), Gary, Ind. 4 years.
92. Lyons, Elizabeth E., Schley School, Chicago, 11 years.
93. Lyons, Louise G. (Mrs. Roche), DeKalb, Ill. 3 years.
94. Madden, David G., Rockford, Ill. 2 years.
95. Malone, Edward P., DeKalb, Ill.
96. Mitchell, Julia D., Fuller School, Chicago. 11 years.
97. Moffet, William R., Phoenix, Arizona. 1 year.
98. Ness, Henry, State Normal School, Stevens Point, Wis. 8 years.
99. Nichols, Edgar F., Supt. Public Schools, Wenona, Ill. 11 years.
100. Nilson, Elsie U. (Mrs. H. J. Bessesen), Harvey, N. D. 4 years.
101. Philbrook, Mrs. Maud S., Bisbee, Ariz. 3½ years.
102. Phillips, Ethel M. (Mrs. Allen R. Owen), Riverside, Ill. 8 years.
103. Porcheur, Eugene F., Los Angeles, Cal. 7 years.
104. Pratt, Ada A., Elgin, Ill., High School. 9 years.
105. Rady, Agnes T., Blue Island, Ill. 2 years.
106. Reed, Edna B. (Mrs. Hoffman), Rock Island, Ill. 8 years.
107. Rice, Ethel V., Moseley School, Chicago, Ill. 12 years.
108. Richardson, Miriam D. (Mrs. J. D. Taplin), Belvidere, Ill. 3 yrs.

109. Robinson, Agnes G., Spry School, Chicago, Ill. 12 years.
110. Rowley, Edith, Quincy, Ill. 11 years.
111. Rowley, Elizabeth W., Quincy, Ill. 12 years.
112. Sanford, Lewis R., Sycamore, Ill. 4 years.
113. Shields, Dorothy (Mrs. L. E. Putt), Aurora, Ill. 3 years.
114. Smith, Eda V. (Mrs. Pundt), Deertrail, Col. 4 years.
115. Sovereign, Edith P., Rockford, Ill. 12 years.
116. Starin, Mabel M., Wadsworth School, Chicago. 12 years.
117. Stiles, Mabel B. (Mrs. F. W. Castle), Elgin, Ill. 4 years.
118. *Stuart, Alta D., Kingston, Ill. 10 years.
119. Wagner, Lillian E., Morgan Park, Ill. 12 years.
120. Williams, Bertha M., Sterling, Ill. 12 years.
121. Woodman, Edith (Mrs. W. G. Bliss), Maywood, Ill. 9 years.
122. Zilligen, Mamie, Hazelcrest, Ill. 10 years.

*Received Diploma for Four-Year Course also, June 20, 1907.

CLASS OF 1903.

123. Ackert, James E., Kansas State Agri. College, Manhattan, Kan. 9 years.
124. Baird, Grace J., 5605 Madison Ave., Chicago, Ill. 9 years.
125. Benedict, Mrs. Cora T. (Mrs. H. J. Burdick), Waterloo, Iowa. 9 years.
126. Brainard, Ethelyn (Mrs. C. C. Perkins), Minneapolis, Minn. 4 years.
127. Clifford, Jean M., Elgin, Ill. 3 years.
128. Coburn, Golda (Mrs. George J. Downing), Dixon, Ill. 6 years.
129. Cody, Mary E. (Mrs. T. E. McNamara), Jefferson, Iowa. 10½ years.
130. Crapser, Jessamine, Pasadena, Cal. 11 years.
131. Cunniff, Emma C., Hibbing, Minn. 11 years.
132. Dore, Catherine M., McCormick School, Chicago, Ill. 11 years.
133. Dowdall, Lenora E. (Mrs. John H. Riley), DeKalb, Ill. 8½ years.
134. Elliott, Anna Gertrude, 5925 Ontario St., Austin, Ill. 10 years.
135. Etling, Emma (Mrs. Dennison), Grand Rapids, Mich. 5 years.
136. Garretson, Alice I., Seattle, Wash. 10 years.
137. Glover, Bertha R., Ottawa, Ill. 9 years.
138. Goble, Viola S. (Mrs. A. Rosette), Shabbona Grove, Ill. 3 years.
139. Greenlee, Margaret, Argyle, Ill. 10 years.
140. Grimes, Effie Madge, Batavia, Ill. 11 years.
141. Gross, Lena (Mrs. C. J. Cody), Clearwater, Kan. 5 years.
142. Grove, Gertrude (Mrs. Fred H. Brundage), Corning, Cal. 6 years.
143. Helmershausen, Henry W., Monroe School, Chicago. 11 years.
144. Hayes, Mrs. Katherine T., Melrose Park, Ill. 8 years.
145. Heald, Anna M. (Mrs. E. M. McDowell), Marseilles, Ill. 3 years.
146. Heuman, Edith E., Elgin, Ill. 11 years.
147. Hogan, Loretta A. (Mrs. J. C. Kimball), Seneca, Ill. 10 years.
148. Isaacson, Hulda C. (Mrs. David Teeple), Crivitz, Wis. 6 years.
149. Johnson, Mattie B., DeKalb, Ill. Died in DeKalb, June 7, 1910.
4 years.
150. Keeler, Fred C., Peoria, Ill. 6 years.

151. Kiehle, Shirley, 1726 Orrington Ave., Evanston, Ill. 11 years.
152. Kruse, Anna C. (Mrs. G. J. Ball), Glen Ellyn, Ill. 7 years.
153. Leach, Bessie E. (Mrs. Whitestruck), Elgin, Ill. 8 years.
154. Lucas, Paul Jackson. Died in Longmont, Colo., March 31, 1907. 3 years.
155. McLean, Addie L., Critic Teacher, N. I. S. N. S., DeKalb, Ill. 10 years.
156. Mallin, Winnifred L., 159 Harvey Avenue, Oak Park, Ill. 10 years.
157. Marshall, Jeannie M., Hibbing, Minn. 8 years.
158. Murra, Fim, Boston, Mass. 4 years.
159. O'Hare, Sadie M. (Mrs. D. B. Comegys), Seneca, Ill. 8 years.
160. Paulson, Charlotte, 650 N. Pine Ave., Chicago, Austin Station. 8 years.
161. Paulson, Lillian (Mrs. Chas. W. Herscher), Charleston, W. Va. 7 years.
162. Pohl, Minnie H., Oakland, Cal. 10 years.
163. Pratt, Florence M. Died at Chicago, Ill., March 15, 1914. 3 years.
164. Puffer, Hal E., Buffalo, N. Y. 3 years.
165. Robbie, Mary S. (Mrs. F. T. Perrin), Aurora, Ill. 5 years.
166. Spring, Nellie, Seattle, Wash. 9 years.
167. Stanton, Martha C. Died September 3, 1910. 3 years.
168. Stetzler, Lloyd, Eveleth, Minn. 8 years.
169. Talmadge, Alice (Mrs. I. W. Ware). Died in Oregon, Ill., August 9, 1907. 2 years.
170. Tazewell, Edna M., Critic Teacher Glidden School, DeKalb, Ill. 11 years.
171. Thornton, Bessie A. (Mrs. R. C. Wilson), Rockford, Ill. 8 years.
172. Van Epps, Ida M., Belvidere, Ill. 6 years.
173. Wheaton, Elsie M. (Mrs. Mies), Saunemin, Ill. 5 years.
174. Wilson, Abbie J. (Mrs. T. Gunning), Princeton, Ill. 3 years.
175. Wilson, Mary M. (Mrs. Max P. Willy), 1004 E. 65th St., Chicago, Ill. 8 years.
176. Winne, Mrs. Mattie K., Burnside School, 6129 Greenwood Ave., Chicago, Ill. 11 years.

CLASS OF 1904.

177. Adams, Nida Mary (Mrs. L. E. Taylor), Sterling, Ill. 6 years.
178. Alley, Mary, Libby School, Chicago. 8 years.
179. Alsterlund, Mabel A., Moline, Ill. 10 years.
180. Althouse, Homer D., Oregon, Ill. 3 years.
181. Baile, Tillie C., Critic Glidden School, DeKalb, Ill. 10 years.
182. Banker, Grace L., Aurora, Ill. 10 years.
183. Bardmas, Dora Alice (Mrs. J. R. Ayers), Bonner's Ferry, Idaho. 7 years.
184. Barnsback, Birdie, St. Louis, Mo. 9 years.
185. Barradell, Albert E., Oak Park, Ill., High School. 8 years.
186. Brant, Mary K., Otis School, Chicago. 10 years.
187. Brown, Mrs. Clara Ella, Sterling, Ill. 10 years.
188. Bryant, Ethel F. (Mrs. E. J. Myers), Durango, Colo. 3 years.

189. Carolus, Edith M. (Mrs. J. G. Dieterle), Sterling, Ill. 2 years.
190. Coultas, Ethel M. (Mrs. O. G. Pike), Madison, Wis. 2 years.
191. Cusator, Mary E., Jamestown, N. D. 6 years.
192. Davis, Alice Louise, Highland Park, Ill. 9 years.
193. Dawson, Dorothy J. (Mrs. T. F. Scroggin), Aurora, Ill. 7 years.
194. Dearborn, Lydia W., Hampden, S. D. 8 years.
195. Ely, Ruth Torrey (Mrs. J. E. Berquist), Morgan Park, Ill. 3 years.
196. Fahrney, Florence K., Boise City, Idaho. 8 years.
197. Fuller, Mary E., Pomona, Cal. 6½ years.
198. Gibbs, Mildred (Mrs. I. J. Farrell), DeKalb, Ill. 1 year.
199. Gilpatrick, Emily L., 4051 Kostner Ave., Chicago, Ill. 10 years.
200. Green, Alice E. (Mrs. Clifford Earle), Portland, Ore. 4 years.
201. Hendricks, Anna, Foster School, Chicago, 10 years.
202. Henning, Isabel V. (Mrs. Boyer), 1655 S. Central Park Ave., Chicago, Ill. 6 years.
203. Kelly, Katherine, Joliet, Ill. 10 years.
204. Kingsbury, Mrs. Stella E., Tacoma, Wash. 10 years.
205. Kitson, Ethel V. A., Western Springs, Ill. 6 years.
206. Koehler, Elsa I., 415 5th St., Minneapolis, Minn. 10 years.
207. Langworthy, L. R., Santa Anna, Cal. 9 years.
208. Lotz, Cora S. (Mrs. L. F. Palmer), Aurora, Ill. 4 years.
209. McCleary, Lepha G., Chadwick, Ill. 7 years.
210. McEwen, Frances R., Evanston, Ill. 9 years.
211. McLean, Sarah, Blue Island, Ill. 8 years.
212. Mann, Jessie R., Assistant in Biology, N. I. S. N. S., DeKalb, Ill. 9 years.
213. Mason, Anna E., Elgin, Ill. 8 years.
214. Mitchell, Maude E. (Mrs. C. F. Otis), Billings, Mont. 5 years.
215. Nichols, Marvin, Asst. in Science, Mankato Normal School, 7 years.
216. Nicholson, Marguerite M., Brown School, Chicago. 9 years.
217. Patchin, Ethel M. (Mrs. L. E. Wolcott), Batavia, Ill. 1 year.
218. Peebles, Edith A., Student N. I. S. N. S., DeKalb, Ill. 9 years.
219. Pepper, Homer W., 3347 Calumet Ave., Chicago, Ill. 7 years.
220. Peterson, Mary E. (Mrs. J. A. Wetzell), Sycamore, Ill. 5 years.
221. Plummer, Ruth (Mrs. Frank E. Hunt), Miami, Florida. 6 years.
222. Redeker, Ella A., Elgin, Ill. 6 years.
223. Richardson, Alice M., Elgin, Ill. 10 years.
224. Ritzman, Floyd R., Prin. Glidden School, DeKalb, Ill. 10 years.
225. Robson, Julia Louise, Jones School, Chicago. 10 years.
226. Roth, Lillian M., 908 Fourth Ave., Rock Island, Ill. 9 years.
227. Rovestad, Gudrun, Elgin, Ill. 5 years.
228. Scott, Maude E., Altgeld School, Chicago, Ill. 10 years.
229. Selliken, Manda, Nixon School, Chicago, Ill. 10 years.
230. Smith, Clara B. (Mrs. Joseph Philbrick), Brooklyn, N. Y. 6 years.
231. Sweeney, Kathryn R., Lafayette School, Chicago, Ill. 9 years.
232. Talbot, Mary H. (Mrs. H. J. Mitchell), Joliet, Ill. 5 years.
233. Tazewell, Zada Z. Died April 12, 1911. 4 years.

234. Tearney, Orville A., director of Manual Training, Galveston, Tex. 7 years.
 235. Troxell, Eleanor, Critic School of Education, Chicago Univ. 9 years.
 236. Vatter, Rose A., Wadsworth School, Chicago, 10 years.
 237. Wahl, Lydia Ann. Died in Beloit, Wis., Nov. 4, 1906. 2 years.
 238. Ward, Lulu G. (Mrs. Carl Miller), Austin, Ill. 5 years.
 239. Wetzell, Emma E., Elgin, Ill. 9 years.
 240. Wiltse, John C., Cortland, Ill. 1 year.
 241. Zimmer, Genevieve F., Moline, Ill. 10 years.
 242. Zoller, Florence E. (Mrs. Ed Duncan), Oak Park, Ill. 3 years.
- CLASS OF 1905.
243. Baker, Carolyn V., Santa Cruz, Cal. 9 years.
 244. Baker, Evelyn D. (Mrs. C. J. Whiting), Palermo, Cal. 4 years.
 245. Barr, Gertrude P., Joliet, Ill. 9 years.
 246. Calloway, Ezra S., Loma, Colo. 6 years.
 247. Carmichael, Edith C. (Mrs. Morris Markham). Died in St. Louis, Mo., Sept. 28. 1913.
 248. Cary, Charlotte L. (Mrs. Roy L. Hendrickson), Seattle, Wash. 7 years.
 249. Cockfield, Mabel, Oak Park, Ill. 9 years.
 250. Conley, Chas. C., Prin. High School, Fulton, S. D. 7 years.
 251. Dart, Augusta S., 425 E. 8th Ave., Minneapolis, Minn. 9 years.
 252. Dewey, Mabel J., Student, University of Chicago. 5 years.
 253. Donovan, Mabel W. (Mrs. Will Bartell), Woodstock, Ill. 6 years.
 254. Dunn, Elizabeth M., Oak Park, Ill. 9 years.
 255. Du Von, Mabel T., Marengo, Ill. 9 years.
 256. Elliott, Mary Gertrude (Mrs. R. J. Borhek), Oak Park, Ill. 7 years.
 257. Farr, Alvin I., Piper City, Ill. 7 years.
 258. Grimwood, Ada J. (Mrs. Barnard), Fresno, Cal. 6 years.
 259. Haight, Irene G., Sycamore, Ill. 5 years.
 260. Hartwell, Julia M., 549 Fullerton Parkway, Chicago. 7 years.
 261. Harvey, Edith M., Lake Forest, Ill. 9 years.
 262. Higinbotham, Helen, Elgin, Ill. 9 years.
 263. Hurley, Coila Pearl, Seattle, Wash. 9 years.
 264. James, Nellie (Mrs. H. F. Schell), Tomahawk, Wis. 6 years.
 265. Johnson, Lillie A., Seattle, Wash. 8 years.
 266. Jordan, DeEtta J., Principal Public Schools, Cortland, Ill. 8 years.
 267. King, Lora G. (Mrs. W. T. Emery), DeKalb, Ill. 5 years.
 268. McChesney, Caroline R., Myra Bradwell School, Chicago. 8 years.
 269. Mercer, Irene (Mrs. M. E. Titus), Edgerton, Wis. 5 years.
 270. Montgomery, Grace A. (Mrs. C. C. McCune), Polk, Neb. 2 years.
 271. Mull, Cora E., Ray School, 4151 Berkley Ave., Chicago. 9 years.
 272. Nashold, Fred W. 1 year.
 273. Nelson, Annie, Irving Park School, Chicago. 9 years.
 274. Nelson, Flora G. (Mrs. J. A. Clyne), Maple Park, Ill. 2 years.
 275. Partridge, Charlotte R., Parker School, Chicago, Ill. 6 years.
 276. Partridge, Eleanor O. (Mrs. A. J. Harris), Oak Park. 3½ years.
 277. Patten, Sarah Elizabeth, Yuma, Colo. 6 years.

- 278. Rahn, Mrs. Alida, Morse School, Chicago. 9 years.
- 279. Reed, Myrtle A. (Mrs. Fred Goble), Calipan, Mindora, P. I.
- 280. Reichardt, John H., Grand Haven, Mich. 3 years.
- 281. Rowley, Bess, Dixon, Ill. 9 years.
- 282. Samter, Gertrude (Mrs. C. F. Lewis), New York, N. Y. 3 years.
- 283. Shea, John F. E., Dimmick, Ill. 5 years.
- 284. Skiles, James Roy, Prin. Training School N. I. S. N. S. 8 years.
- 285. Truax, Allison E., Prin. Public School, Chadwick, Ill. 9 years.
- 286. Turner, Edith C., Tempe, Ariz. 6 years.
- 287. Way, Flora, Harvey, Ill. 9 years.
- 288. West, Dorothy R. (Mrs. A. J. Scheel), Chicago, Ill. 8 years.
- 289. Wilson, May E. (Mrs. J. A. Meeker), 500 5th Ave., New York City.
2½ years.
- 290. Zellar, Vera P. (Mrs. W. H. Parker), 6108 Ellis Ave., Chicago, Ill. 1
year.

CLASS OF 1906.

- 291. Anderson, Hilma A., Seattle, Wash. 8 years.
- 292. Andrews, Sybil E., Woodstock, Ill. 7 years.
- 293. Austin, Catherine J., High School, Woodstock, Ill. 4 years.
- 294. Austin, Vida A., Valley City, N. D. 4 years.
- 295. Bragg, Edna O., Mendota, Ill. 6 years.
- 296. Brenneman, Erna M., Helena, Mont. 7 years.
- 297. Broderick, Mary F., Marquette School, Chicago, Ill. 8 years.
- 298. Byers, Grace I. (Mrs. F. S. Hadfield), Cincinnati, O. 1 year.
- 299. Challand, Grace, Shabbona, Ill. 3 years.
- 300. Chase, E. Delle, Rockford, Ill. 8 years.
- 301. Cooley, Anna, Portland, Oregon. 7 years.
- 302. Davidson, Roxalena (Mrs. T. S. Hoff), Council Bluffs, Iowa, 4½
years.
- 303. Devine, Laura Gedge (Mrs. P. A. Singer), 702 E. 51st St., Chicago, Ill.
3 years.
- 304. Diefenthaler, Susie, Freeport, Ill. 8 years.
- 305. Dobbin, Anna M., Cheyenne, Wyo. 7 years.
- 306. Eck, John W., Director Manual Training, Moorhead, Minn. 5 years.
- 307. Edwards, Gertrude, Peru, Ill. 8 years.
- 308. Erb, Mabel A. (Mrs. R. E. Hibbard), Waukegan, Ill. 7 years.
- 309. Erwin, Emma, Hammond, Ind. 8 years.
- 310. Fellows, Abbie M., Hebron, Ill. 8 years.
- 311. Finkenbinder, Walter, Stockton, Ill. 6 years.
- 312. Glidden, Josephine F., Student, University of Wisconsin. 3½ years.
- 313. Grattelo, Florence A., Freeport, Ill. 8 years.
- 314. Hanrahan, Alice K., Student, High School, Madison, Wis. 5 years.
- 315. Hayward, Olive M., Janesville, Wis. 1 year.
- 316. Heine, Anna M., Tacoma, Wash. 8 years.
- 317. Hesselbaum, Caroline, Evanston, Ill. 8 years.
- 318. Kays, Donald J., University, Columbus, O. 4 years.
- 319. Kemp, Elizabeth M., Lake Forest, Ill. 5 years.

320. Kleckner, Bertha D. (Mrs. N. C. Phillips), Freeport, Ill. 3 years.
321. Kochsmeier, Meta E., E. Freeport, Ill. 7 years.
322. Lewis, Julia (Mrs. W. G. Fraser), Port of Spain, Trinidad, British West Indies. 1 year.
323. McDole, Ada C. (Mrs. C. W. Manning, Lombard, Ill. 6 years.
324. McQueen, Virginia, Washington College, Washington, D. C. 6 years.
325. Meese, Lillian G. (Mrs. Theodore Kolb), Park Ridge, Ill. 3 years.
326. Morse, Maude B. (Mrs. Geo. Sawyer), Oasis, Neb. 3 years.
327. Muzzey, Bertha M. (Mrs. Lawrence Morrison), Milwaukee, Wis. 1 year.
328. Nelson, Lucile A. (Mrs. R. B. Foster), Decatur, Ill. 7 years.
329. Newton, C. Belle, 2158 Jackson Blvd., Chicago, Ill. 6 years.
330. Noel, Corinna (Mrs. Gilbert Traveller), Alamosa, Colo. 4 years.
331. Overholser, Vinnie, Sterling, Ill. 8 years.
332. Parker, Cecilia M., Oak Park, Ill. 5 years.
333. Perry, L. Day, Supervisor Manual Training, Joliet, Ill. 8 years.
334. Peterson, Alma G., DeKalb, Ill. 8 years.
335. Phillips, Edith M., Elgin, Ill. 8 years.
336. Quinlan, Katherine, Oak Park, Ill. 8 years.
337. Rodger, Mary J., Gardner, Ill. 8 years.
338. Rosencrans, Mae (Mrs. Griffith Humphrey), 3937 W. End Ave., Chicago, Ill. 2 years.
339. Runner, Edna M., Charles City, Ia. 6 years.
340. Schell, Harmon F., Supt., Tomahawk, Wis. 5 years.
341. Schneider, Emma D. (Mrs. A. Pecko), Chicago, Ill. 3 years.
342. Senneff, Bertha A., Rock Falls, Ill. 6 years.
343. Sherwood, Golda J., Critic, Glidden School, DeKalb, Ill. 8 years.
344. Spoor, Gertrude J., 740 Oakwood Blvd., Chicago, Ill. 8 years.
345. Swift, Olive, DeKalb, Ill. 2½ years.
346. Tanner, Florence M., Supt. of Domestic Arts, Joliet, Ill. 7 years.
347. Townley, Carrie E., Elizabeth, N. J. 8 years.
348. Van der Veer, Hazel W. (Mrs. Clayton Franklin Kennedy), Elgin, Ill. 6 years.
349. Vial, Sarah A. (Mrs. Clark G. Wright), Lombard, Ill. 4 years.
350. Walker, Joseph R., Faribault, Minn. 8 years.
351. White, Grace, Sioux City, Ia. 8 years.
352. Wichman, Hannah L., Benicia, Cal. 7 years.
353. Wiswall, Hazel A., Student, Pratt Institute, Brooklyn, N. Y. 3 years.
354. Wiswall, Vera M., Asst. Music, N. I. S. N. S., DeKalb, Ill. 2 years.
355. Worthington, Ethel, Oak Park, Ill. 8 years.
356. Wright, Clark G., Prin. Pub. Schools, Lombard, Ill. 8 years.

CLASS OF 1907.

357. Brennan, Lucie A., Visalia, Cal. 6 years.
358. Briggs, Elda Gertrude, Franklin, Neb. 7 years.
359. Bryant, Emma F. (Mrs. D. M. Swarthout), Jacksonville, Ill. 1 year.
360. Carbonell, Mariano, Manila, P. I. 4 years.
361. Carpenter, Helen F., Critic Normal School, Bloomsburg, Pa. 7 years.
362. Chamberlain, Maude E., Buhl, Idaho. 3 years.

363. Cole, Francis W., Prin., Forreston, Ill. 6 years.
364. Connell, I. Fern, Chula Vista, Cal. 7 years.
365. Cornell, William S., Sugar Grove, Ill. 2 years.
366. Crumb, Frances, Student, Chicago School of Normal Art, Chicago, Ill. 6 years.
367. Dean, Dolly I., Todd Seminary, Woodstock, Ill. 6 years.
368. Drury, Aldana A. (Mrs. R. Sorenson), DeKalb, Ill. 5 years.
369. Evans, Lewellen Hunt, Oak Park, Ill. 7 years.
370. Fay, Bertha Harmon, Fulton, Ill. 7 years.
371. Freeland, Viola, Clifton, Ariz. 7 years.
372. Gale, Alberta, Freeport, Ill. 7 years.
373. Grube, Anna L., Los Angeles, Cal.
374. Hammond, Jane B., DeKalb, Ill. 7 years.
375. Hayford, Mildred (Mrs. Owen L. Jones), Waukesha, Wis. 6 years.
376. Hiland, Ada A. (Mrs. J. J. Marshall), Durango, Colo. 2 years.
377. Horan, Sallie, Supervisor of Music, Dubuque, Ia. 6 years.
378. Johnson, Grace V., Moline, Ill. 7 years.
379. Klamser, Elsie M., Aurora, Ill. 7 years.
380. Lane, Gilberttena, Los Angeles, Cal. 7 years.
381. Lunde, Hattie J., South Bend, Ind. 4 years.
382. Lundgren, Effie, Elgin, Ill. 7 years.
383. McAllister, Josephine, Seattle, Wash. 7 years.
384. McNerney, Winnifred (Mrs. W. T. Tobin), Telluride, Colo. 5 years.
385. Mallin, Maud H. (Mrs. Donald Kays), River Forest, Ill. 7 years.
386. Miller, Emily E., Lake Bluff, Ill. 7 years.
387. Mitchell, Ethelyn, Elgin, Ill. 7 years.
388. Morris, Mylitta, Student, Teachers' College, New York. 6 years.
389. Nera, Antonio, Banang, La Union, P. I. 6 years.
390. Newcomer, Edna (Mrs. Owin), Pasadena, Cal. 1 year.
391. Nilson, Minnie A., Sycamore, Ill. 6 years.
392. Obye, Harriet, Galena, Ill. 7 years.
393. Olsen, Mabel E., Elgin, Ill. 7 years.
394. Peterson, Emma W., High School, Wauhoo, Neb. 6 years.
395. Ramirez, Gregorio, Malolos, Bulacan, P. I. 6 years.
396. Richardson, Ivy A., Maywood, Ill. 5 years.
397. Rodger, Sarah M. (Mrs. P. N. Olsen), Gardner, Ill. 3½ years.
398. Ross, Hilma L., Principal Haish School, DeKalb, Ill. 7 years.
399. Sagle, A. Mae, Sterling, Ill. 7 years.
400. Sarbaugh, Edith E., Oak Park, Ill. 7 years.
401. Saxton, Ruth (Mrs. N. W. Wilcox), Belvidere, Ill. 6 years.
402. Schnebly, Jennie, Alhambra, Cal. 4 years.
403. Shoger, Mary C. E., Aurora, Ill. 7 years.
404. Sholes, Ruth W., Sioux City, Ia. 5½ years.
405. Slater, Berdella, Riverside, Cal. 7 years.
406. Smith, Grace P., Sioux City, Ia. 7 years.
407. Starring, Adaline (Mrs. F. L. Hanson), Peterboro, Ont. 4 years.
408. Stephens, Bessie E. (Mrs. John S. Valentine), Sycamore, Ill. 3 years.

409. Stevenson, Genevieve, St. Charles, Ill. 6 years.
410. Stockley, Esther Lucile (Mrs. W. W. Bruner), Anacortes, Wash. 4 years.
411. Swarthout, Alice M., Jackson, Mich. 6 years.
412. Thompson, Martha. Died at Egan, Ill., Feb. 21, 1914. 6 years.
413. Uthoff, Mary L., Princeton, Ill. 7 years.
414. Voigt, Alfreda, Minneapolis, Minn. 7 years.
415. Ward, Mabel C., Elgin, Ill. 7 years.
416. Woodburn, Mary A., 242 S. 18th Ave., Maywood, Ill. 6 years.

CLASS OF 1908.

417. Adams, Alice V., Sycamore, Ill. 6 years.
418. Adams, Helen, Forest Park, Ill. 6 years.
419. Arntzen, Inga I., Asst. County Supt., Sycamore, Ill. 4 years.
420. Arreza, Lino, Cantilan, Surigao, P. I. 5 years.
421. Bechstein, Rosalie D. (Mrs. H. H. Moriarity), Mokena, Ill. 2 years.
422. Benson, Stella (Mrs. R. L. Rehart), Pirn, Cal. 4 years.
423. Bockius, Dorothy O. (Mrs. C. A. Anderson), Portland, Ore. One-third year.
424. Borwell, M. Irene, La Grange, Ill. 6 years.
425. Brakel, Anna E., Portland, Ore. 3 years.
426. Britton, Gladys I., Seattle, Wash. 5 years.
427. Brown, Roberta, High School, Harrisburg, Ill. 4 years.
428. Burgess, Alice M., La Grange, Ill. 5 years.
429. Byers, Belle A., Kirkland, Ill. 5 years.
430. Campbell, Ruth F., Elgin, Ill. 6 years.
431. Carney, Mary Vance, High School, Farmer City, Ill. 5 years.
432. Chelseth, Amelia C., Elgin, Ill. 6 years.
433. Cody, Irene M., Pomona, Cal. 4 years.
434. Courts, Bertha M., Oak Park, Ill. 6 years.
435. Cushing, Irene M., Oak Park, Ill. 6 years.
436. Dearlove, Carol M., Wilmette, Ill. 5 years.
437. Dixon, Floy L., Russell, Ill. 3 years.
438. Earle, Ruth S., Sioux City, Ia. 6 years.
439. Elder, Elsie K., Des Plaines, Ill. 6 years.
440. Pinkenbinder, Erwin, State Normal, Milwaukee, Wis. 1 year.
441. Fitch, Mary, Critic, Glidden School, DeKalb, Ill. 5 years.
442. Foster, Nellie Mae (Mrs. Harry Jay), Norman, Cal. 4 years.
443. French, Catherine Rachel, Wheaton, Ill. 6 years.
444. Friesenecker, Emma K., High School, Galena, Ill. 5 years.
445. Fulton, Laura M., Steger, Ill. 5 $\frac{3}{4}$ years.
446. Gilbert, Clara S., Lombard, Ill. 5 years.
447. Hall, Homer, High School, Rockford, Ill. 2 $\frac{1}{2}$ years.
448. Hamilton, Edith S. (Mrs. William Trecziulny), Alhambra, Cal. 3 years.
449. Hanrahan, Mae H., DeKalb, Ill. 6 years.
450. Hartwell, Laura S., Hinsdale, Ill. 6 years.
451. Hartwell, Louise S., Paw Paw, Ill. 2 years.

452. Hazeman, Amanda, McGregor, Ia. 5 years.
453. Hebert, Edith H. (Mrs. C. W. Howe), Evanston, Ill. 4 years.
454. Heitter, Martin Luther, Belvidere High School. 6 years.
455. Hendricks, Hazel D. (Mrs. A. B. Mathew), Round Grove, Ill. 2 years.
456. Henry, Florence L., Elgin, Ill. 6 years.
457. Herrick, Helen F. (Mrs. W. F. Martin), DeKalb, Ill. 3 years.
458. Holley, Charles E., Student University of Illinois. 2 years.
459. Holt, Marx, Nicholas Senn High School, Chicago, Ill. 6 years.
460. Jacobs, Nellie M., Malta, Ill. 5 years.
461. Jaquish, Bessie, Minneapolis, Minn. 6 years.
462. Jensen, Emma, Elgin, Ill. 6 years.
463. Johnston, Alma M., Byron, Ill. 5 years.
464. Kays, Albert R., Magnolia, Ill. 1 year.
465. Kendel, Esta (Mrs. C. L. Waring), Comanche, Mont. 5 years.
466. Kissick, Eena, Tiskilwa, Ill. 4 years.
467. Kitterman, Marion (Mrs. E. J. Wolmal), Glassford, Ill. 4 years.
468. Koch, Clara L. (Mrs. Hough), Sandwich, Ill. 5 years.
469. Langwill, Martha C., Critic, Normal, Stevens Point, Wis. 4 years.
470. Leonard, Margaret B., Riverside, Ill. 5 years.
471. Lester, Mary M., Lake Forest, Ill. 6 years.
472. Long, Ione B., Elgin, Ill. 4 years.
473. Love, Ethel L., Alhambra, Cal. 6 years.
474. Lundberg, Elva, DeKalb, Ill. 4 years.
475. McAllister, Bessie L., Seattle, Wash. 6 years.
476. McIntyre, Belle M. (Mrs. Irwin A. Madden), Normal, Ill. 2 years.
477. Madden, Irwin A., Professor of Agriculture, Illinois State Normal University, Normal, Ill. 4 years.
478. Madden, J. Warren, Chicago, Ill. 2 years.
479. Manley, Pearl, Roswell, N. M. 4 years.
480. Maxson, Evelyn, Waukegan, Ill. 3 years.
481. Miner, Nina V. (Mrs. Arthur G. Mayo), Los Angeles, Cal. 5 years.
482. Mork, Anna L. (Mrs. C. W. Grosvenor), Cherry Valley, Ill. 4½ years.
483. Morris, Jennie M., Rochelle, Ill. 6 years.
484. Nash, Clara A., Elizabeth, Ill. 5 years.
485. Nye, Kate E., Cambridge, Ill. 4 years.
486. O'Donnell, Mabel C., Aurora, Ill. 6 years.
487. Ohlmacher, Gertrude A., Rollo, Ill. 6 years.
488. O'Kane, Wm. H., Roseberry, Idaho. 3 years.
489. O'Neil, Nora Irene (Mrs. Lucius Stone), Falls City, Neb. 2 years.
490. Orner, Elizabeth A. (Mrs. William Crawford), Franklin Grove, Ill. 3 years.
491. Parker, Edith A., Oak Park, Ill. 4 years.
492. Petteys, Hazel, Elgin, Ill. 5 years.
493. Powers, Elizabeth B., Twin Falls, Idaho. 6 years.
494. Puffer, Ray H., Buffalo, N. Y. 4 years.
495. Raup, Ethel, Oak Park, Ill. 5 years.
496. Roan, Rose N., Alden, Ill. 2 years.

497. Roberts, Nellie G., DeKalb, Ill. 5 years.
498. Roe, Elizabeth R., Metamora, Ill. 5 years.
499. Rorig, Gertrude E., Elgin, Ill. 6 years.
500. Rowley, Frances Josephine (Mrs. A. J. Hutchins), Muskegon, Mich. 3 years.
501. Rowley, Nell M., Cicero, Ill. 5 years.
502. Safford, Ruth B., Asst. in English, Agricultural College, Ames, Ia. 5 years.
503. Stokes, Blanche M., 2268 W. 29th St., Los Angeles, Cal. 6 years.
504. Stoller, Marie, Freeport, Ill. 6 years.
505. Stott, Mina E., 1314 Jones St., Sioux City, Ia. 4 years.
506. Swift, Ethel V. (Mrs. Harry Willey), DeKalb, Ill. 2 years.
507. Tennant, Elizabeth A., Elgin, Ill. 5 years.
508. Tenney, Bessie P., Downers Grove, Ill. 5 years.
509. Toline, Hilma C., Moline, Ill. 5 years.
510. Toms, Estelle M. (Mrs. F. L. Godfrey), Elizabeth, Ill. 3 years.
511. Van Galder, Marion M., Sycamore, Ill. 6 years.
512. Vroom, Elma, Twin Falls, Idaho. 6 years.
513. Ward, Beatrice G. (Mrs. M. W. Parsons), Chinook, Mont. 5 years.
514. Wilder, Louise M., DeKalb, Ill. 6 years.
515. Wray, Margaret S., Critic, Normal, Valdosta, Ga. 4 years.
516. Young, Margaret A. (Mrs. R. S. Paddock), Palatine, Ill. 3 years.

CLASS OF 1909.

517. Atkins, Grace B., Wilmette, Ill. 5 years.
518. Badgley, Ila G., DeKalb, Ill. 2 years.
519. Ballou, Fannie L., Student, Teachers College, N. Y. 3 years.
520. Barnes, Florence A., Albuquerque, N. M. 5 years.
521. Bautista, Santiago, San Fernando, Pampanga, Luzon, P. I. 4 years.
522. Bollinger, Florence, 1736 Orrington Ave., Evanston, Ill. 5 years.
523. Boomer, Marion J., Bristol, Ill. 4 years.
524. Borman, Mabel M., Morrison, Ill. 5 years.
525. Bowers, Mildred G., Moline, Ill. 5 years.
526. Brezer, Mollie C., Spangle, Wash. 4 years.
527. Brothers, Clark A., Supt. Schools, Dwight, Ill. 3½ years.
528. Burgess, Agnes G. (Mrs. S. C. Vial), La Grange, Ill. 4 years.
529. Campbell, Mildred A. (Mrs. D. P. Edgar), 1656 Olive Ave., Chicago, Ill.
530. Carney, Mabel, Rural Director, Normal, Ill. 5 years.
531. Cecil, Jessie I., Princeton, Ill.
532. Cody, Hortense M., Aurora, Ill. 5 years.
533. Collin, Signe O., DeKalb, Ill. 5 years.
534. Cook, Ray N., Des Plaines, Ill. 2 years.
535. Coultas, Avis, Student University of Illinois, Champaign, Ill. 3 years.
536. Coveny, Anna G., Chicago Heights, Ill. 5 years.
537. Crandall, Mercy E., Los Angeles, Cal. 3 years.
538. Dalziel, Agnes, M., Waukegan, Ill. 5 years.
539. Dietmeyer, Ethel M., Waukegan. 5 years.
540. Dudley, Pearl, Dudley, Wis. 1 year.

541. Eck, Josephine A. (Mrs. LeRoy Stewart), High School, Murphysboro, Ill. 3 years.
542. Emmert, Emma J., Des Plaines, Ill. 5 years.
543. Ericson, Josie C., Las Vegas, N. M. 1 year.
544. Erwin, Elizabeth, Student, University of Illinois, Champaign. 3 years.
545. Fifield, Verna E. (Mrs. G. T. Shapland), Saunemin, Ill. 3 years.
546. Fisher, Clara L., Clerk, Normal School, Grand Forks, N. D. 2 years.
547. Fraser, Blanche E., Elizabeth, Ill. 4 years.
548. Garrett, Jessie, Taft, Ill. 5 years.
549. Givens, Ellsworth W., Lake Forest, Ill. 2 years.
550. Godehn, Ruth (Mrs. G. A. Bloomquist), DeKalb, Ill. 2 years.
551. Hiland, Marietta R., DeKalb, Ill. 1 year.
552. Hobbs, Maud (Mrs. H. Bailey), St. Charles, Ill. 5 years.
553. Hoffman, Edith M. (Mrs. George W. Kinder), Des Plaines, Ill. 3 years.
554. Hope, Irene M. (Mrs. Frank Perkis), 1521 Winnemac Ave., Chicago, Ill. 4 years.
555. Ivy, Edna M., E. Indiana Harbor, Ind. 5 years.
556. Jones, Lillian S., La Grange, Ill. 5 years.
557. Kepner, Edna M., Plains, Mont. 4 years.
558. King, Annie Elizabeth, High School, Antigo, Wis. 2½ years.
559. King, Helen A., Elgin, Ill. 5 years.
560. Larson, Eva, Haish School, DeKalb, Ill. 4 years.
561. Lenzen, Mary, Mt. Vernon, Wash. 5 years.
562. Lewis, Pauline C., Oak Park, Ill. 4 years.
563. Love, Floyd R., Director Manual Training, Stockton, Cal. 5 years.
564. McClatchey, Jessie, Rockford, Ill. 5 years.
565. McCormick, Julia, 2145 DeKalb St., Chicago, Ill. 5 years.
566. McMurry, Donald L., Student University of Wisconsin. 1 year.
567. Melville, Zoe (Mrs. Arthur Balcom), Wasco, Ill. 1 year.
568. Miller, Lulu A., Rock Falls, Ill. 5 years.
569. Moorhead, Marie A. (Mrs. George Haumesser), Malta, Ill. 3 years.
570. Morgenthaler, Edna, Lincoln, Neb. 5 years.
571. Morris, Dessa Belle, Seattle, Wash. 5 years.
572. Morris, Kittie B., Lyndon, Ill. 5 years.
573. O'Connor, Mary A., Supervisor of Music, Freeport, Ill. 5 years.
574. Plant, Ethel M., High School, Dollar Bay, Mich. 3 years.
575. Raplee, Mildred, Momence, Ill. 5 years.
576. Rogers, Bessie L., East Lansing, Mich. Michigan Agricultural College, 4 years.
577. Root, Florence E., Student Oberlin College. 3 years.
578. Rowley, Pearl D., Libertyville, Ill. 4 years.
579. Seavey, Ruth E. (Mrs. E. Littleford), Batavia, Ill. 3 years.
580. Sheriff, Ethel R., 1562 E. Garfield St., Seattle, Wash. 5 years.
581. Small, Fayette R., Prin., Algonquin, Ill. 5 years.
582. Smith, Florence M., Sioux City, Iowa. 5 years.
583. Stevens, Eva E., Student University of Wisconsin, Madison, Wis. 3 years.

- 584. Taylor, Nina C., Downers Grove, Ill. 5 years.
- 585. Thackaberry, Mamie (Mrs. A. J. Stauber), Streator, Ill. 1½ years.
- 586. Thelander, Anna E., McLaren School, Chicago, Ill. 5 years.
- 587. Thomas, Esther E. (Mrs. Wynn L. Ohlmacher), Sycamore, Ill. 2 years.
- 588. Thompson, Launa, Elgin, Ill. 5 years.
- 589. Willment, Rosamond (Mrs. Fred Ater), Rudyard, Mont. 2 years.
- 590. Wilson, Beatrice H., Aurora, Ill. 1 year.
- 591. Woodburn, Roy M., 110 W. Monroe St., Chicago, Ill. 3 years.
- 592. Woodley, Helen Jane, Miami University, Oxford, O. 3 years.

CLASS OF 1910.

- 593. Adamson, Georgia Sarah, Sioux City, Ia. 4 years.
- 594. Anderson, Alice B., Student, State Agri. School, Ames, Ia. 3 years.
- 595. Andrews, Edith H., Oak Park, Ill. 4 years.
- 596. Bahr, Alice May, Glen Ellyn, Ill. 4 years.
- 597. Barr, Rita Mildred (Mrs. J. B. McFarlane), 1760 E. 73d St., Chicago, Ill. 2 years.
- 598. Barron, Louese, 16 E. 15th St., Chicago Heights, Ill. 4 years.
- 599. Bemisderfer, Katherine, Kankakee, Ill. 4 years.
- 600. Bickford, Helen Grace, Elmhurst, Ill. 4 years.
- 601. Billig, Florence Grace, Student, University of Chicago. 3 years.
- 602. Bishop, Georgia Isabel, Stillman Valley, Ill. 4 years.
- 603. Boom, Sara Lorento, Boise, Idaho. 4 years.
- 604. Brenneman, Elsa, High School, McNabb, Ill. 4 years.
- 605. Briggs, Leah, Elgin, Ill. 4 years.
- 606. Brownell, Ada Cecelia Finley, Student, Teachers College, N. Y. 1 year.
- 607. Carmichael, A. Marguerite, Asst. Librarian State Normal, Valley City, N. D. 1 year.
- 608. Carroll, Mary Elva, Oak Park, Ill. 4 years.
- 609. Cheadle, Maude S. (Mrs. I. A. Ankney), Grand Rapids, Wis. 3 years.
- 610. Cooper, M. Bessie, Critic Teacher, W. I. S. N. S., Macomb, Ill. 4 years.
- 611. Corey, Dorothy, Student, Beloit, Wis. 3 years.
- 612. Corkell, Delphine Zeralda, Chicago, Ill.
- 613. Cortright, Cecile J., Polo, Ill. 4 years.
- 614. Crowder, Mae Grace, Warren, Ill. 4 years.
- 615. Davis, Lillian, E. (Mrs. David Radcliff), Minneapolis, Minn.
- 616. Diedrich, Anna, Student, N. I. S. N. S., DeKalb, Ill. 3 years.
- 617. Doyle, Helen, Waukegan, Ill. 4 years.
- 618. Engelbrecht, Elma C., Elgin, Ill. 4 years.
- 619. Eriksen, Louise Julia, Porto Rico. 1 year.
- 620. Frederick, Helen Hall, Urbana, Ill. 4 years.
- 621. Fuller, Lulu Mae (Mrs. Will Barker), DeKalb, Ill. ½ year.
- 622. Gage, M. Edna, Elgin, Ill. 4 years.

623. Gale, Mamie Alice, Oak Park, Ill. 4 years.
624. Geoffroy, Elsin A., Wilmette, Ill. 4 years.
625. Gumz, Martha Emily, Aurora, Ill. 3 years.
626. Hammett, Dorothy Breese, Wheaton, Ill. 2½ years.
627. Harris, Blanche Holmes, Decatur, Ill. 4 years.
628. Hatch, Neva Pearl, Lincoln School, Sioux City, Ia. 4 years.
629. Hill, Jessie Mae, Maywood, Ill. 4 years.
630. Hoffman, Blandina (Mrs. Samuel Rose), Crete, Ill. 2 years.
631. Holliston, Alice (Mrs. James Waits), Mendota, Ill. 3½ years.
632. Howatt, Margaret Bain, Rochelle, Ill. 3 years.
633. Johnson, Myra M., 315 S. Park, Streator, Ill. 4 years.
634. Johnston, Howard Nash, Byron, Ill. 1 year.
635. Jones, Mary Edith, Maywood, Ill. 4 years.
636. Kays, Mark, Magnolia, Ill.
637. Kern, Esther, Student University of Illinois, Champaign, Ill. 2 years.
638. Kirk, Mrs. Susie, Decatur, Ill. 4 years.
639. Kocher, Lillian A., Elgin, Ill. 2 years.
640. Koeller, Minnie N. Colvin Park, Ill.
641. Kuble, Marie, Prosser, Wash. 4 years.
642. Laible, Lavina, North Yakima, Wash. 4 years.
643. Lobdell, Gertrude Mae, Dept. Normal School, Waukesha, Wis. 1 year.
644. Lucas, Bessie M., Long Beach, Cal. 3 years.
645. Luetke, Grace, Wilmette, Ill. 4 years.
646. McGrath, Robert T., Prin. Public Schools, Kirkland, Ill. 4 years.
647. Mahaffey, Hazel, DeKalb, Ill. 4 years.
648. Marsh, Rose Mae, Chicago Heights, Ill. 3 years.
649. Middleton, Mary Mabel, Sycamore, Ill. 4 years.
650. Midgeley, Alice Mary, Elgin, Ill. 4 years.
651. Muladore, Nellie, Aurora, Ill. 4 years.
652. Murray, Anna Laura, DeKalb, Ill. 4 years.
653. Nilson, Pearl J., DeKalb, Ill. 4 years.
654. Noltemeier, Ella Frances, 403 S. Park St., Streator, Ill. 4 years.
655. O'Brien, Walter L., Monmouth, Ill. 3 years.
656. Osmun, Isabel Hazel, Whittier, Cal. 4 years.
657. Paddock, Lucile, Chicago Heights, Ill. 3 years.
658. Perry, Hazel Dell, 110 S. Grove St., Oak Park, Ill. 4 years.
659. Peterson, Cora J. (Mrs. Frank Camp), 6552 Dorchester Ave., Chicago, Ill. 1 year.
660. Phillips, Cora Mae, Princeton, Ill. 1-3 year.
661. Porter, Ruth Elizabeth, DeKalb, Ill. 4 years.
662. Randall, Claude W., Prin. Public Schools, Phoenix, Ariz. 4 years.
663. Reltsch, Lillian, 421 N. Horsman St., Rockford, Ill. 4 years.
664. Robertson, Eunice, West Chicago, Ill. 2 years.
665. Rogers, Mae, Elgin, Ill. 4 years.
666. Sanford, Helen Marion, 1815 Wesley Ave., Evanston, Ill. 4 years.
667. Shapland, Marion B., Cicero, Ill. 4 years.

668. Shurtleff, Zada, Student, St. Luke's Training School, Chicago, Ill. 3 years.
669. Smart, Cora Edna, Chicago Heights, Ill. 4 years.
670. Smart, Ella D., Chicago Heights, Ill. 4 years.
671. Smart, Grace May, Hinsdale, Ill. 3 years.
672. Smith, Gertie Blanche, Paw Paw, Ill. 4 years.
673. Stene, Randa, Byron, Ill. 4 years.
674. Sullivan, Lillian V., 720 Dewey Place, Chicago, Ill. 4 years.
675. Swank, Ada Myretta, Great Falls, Mont. 4 years.
676. Thompson, Adelia, 5518 Kimbark Ave., Chicago, Ill. 4 years.
677. Thurston, Mary M., Dundee, Ill. 3 years.
678. Thye, Lillie T., 1538 N. Fairfield Ave., Chicago, Ill. 3 years.
679. Tuthill, Maude E., Elgin, Ill. 4 years.
680. Tyrrell, Glen Homer, Experimental Science School, Riverside, Ill. 3 years.
681. Walker, J. Grace, Prin. High School, Wenona, Ill. 4 years.
682. Walther, Clarence Karl, Sioux City, Ia. 3½ years.
683. Whitmore, Vida Louise, Lombard, Ill. 4 years.
684. Wright, Florence Mary, Polo, Ill. 4 years.

CLASS OF 1911.

685. Adkins, Vera M. (Mrs. Edmund Robertshaw), Oak Park, Ill.
686. Almloff, Edna B., 1129 13th Ave., Moline, Ill. 3 years.
687. Arnold, Helen F., 334 S. 13th, Lincoln, Neb. 2 years.
688. Bailey, Sadie R., 6006 N. Halsted St., Chicago, Ill. 1 year.
689. Baker, Acenith V., 84 W. 19th St., Chicago Heights, Ill. 2 years.
690. Barr, Gertrude Mary, Genoa, Ill. 3½ years.
691. Bates, Mary Louise, Rockton, Ill. 2 years.
692. Bell, Ada Luella (Mrs. Ernest G. Lofgren), Kirkland, Ill. 2 years.
693. Bender, Lloyd, Ward Principal, Sioux Falls, S. D. 3 years.
694. Benson, Mina Zoe, Seward, Ill. 3 years.
695. Blodgett, Berenice C., 1223 Josephine Ave., Beloit, Wis. 2 years.
696. Campbell, Arabel B., St. Charles, Ill. 3 years.
697. Carroll, Anna Frances, 329 S. Lombard Ave., Oak Park, Ill. 3 years.
698. Churchill, Estella Louise, Anaheim, Cal. 3 years.
699. Clay, Grace, Art Student, 840 Wrightwood Ave., Chicago, Ill. 1 year.
700. Cook, E. Edith, Des Plaines, Ill. ½ year.
701. Coppernoll, Ruby (Mrs. Leroy C. Parker), Stockton, Ill. 2 years.
702. Darnell, Alice, Hinckley, Ill. 3 years.
703. Dickenson, Edythe N., Batavia, Ill. 3 years.
704. Donaghho, Bessie F., Silvis, Ill. 3 years.
705. Edmondson, Carrie B., Critic Glidden School, DeKalb, Ill. 3 years.
706. Eitelgoerge, Hilda F., 167 N. Humphrey, Oak Park, Ill. 2 years.
707. Farmer, Mrs. Elizabeth, High School, Athens, Pa. 1 year.
708. Foote, Nina Ethel (Mrs. Lee Munger), DeKalb, Ill. 2 years.
709. Foster, Vena Ione (Mrs. Wallace Lingle), Texas City, Tex. 2 years.
710. Fuller, Lois S., Chicago Heights, Ill. 3 years.
711. Gilbert, Frances H., Rock Falls, Ill. 3 years.
712. Glanville, Gretta E., Stockton, Ill. 3 years.

- 713. Glidden, Nan L. (Mrs. Art W. Hiland), DeKalb, Ill.
- 714. Gothard, E. Gertrude, Batavia, Ill. 3 years.
- 715. Gowdy, Helen Maud, 118 S. Scovill Ave., Oak Park, Ill. 3½ years.
- 716. Graham, Ruth F., High School, Waterman, Ill. 3 years.
- 717. Grant, James Richard, University of Arkansas, Fayetteville, Ark. 3 years.
- 718. Haish, Verna Mae, Hinckley, Ill. 3 years.
- 719. Hogan, Genevieve F., Shabbona, Ill. 3 years.
- 720. Holm, Lawrence Peter, Prin. Public Schools, Leaf River, Ill. 3 years.
- 721. Hopson, Jean Elizabeth, Elgin, Ill. 3 years.
- 722. Horn, Florence L., Lodi, Cal., 2 years.
- 723. Hubbard, Clara Belle, Maple Park, Ill. 3 years.
- 724. Johnson, Edith Chrystene, DeKalb, Ill. 3 years.
- 726. Johnson, Eleanor H., Elgin, Ill. 3 years.
- 726. Johnson, Ella Marion, 327 W. Grand Ave., Beloit, Wis. 3 years.
- 727. Johnson, Laura Alvine, Sterling, Ill. 3 years.
- 728. Kempson, Rosa, Shabbona Grove, Ill. 3 years.
- 729. Kimball, Emery L., Student, University of Chicago, Chicago, Ill. 2 years.
- 730. Larsen, Gladys Marie (Mrs. Henry Wetz), Malta, Ill. 2½ years.
- 731. Larson, Ruth Olive, Downers Grove, Ill. 3 years.
- 732. Lawrence, Winnifred, Savanna, Ill. 2 years.
- 733. Lines, Minnie Pearl, Rock Falls, Ill. 3 years.
- 734. Long, Anna Rose, Batavia, Ill. 3 years.
- 735. McGuire, Leona Agnes, Oak Park, Ill. 2 years.
- 736. Mallory, Fairie J., Rollo, Ill. 3 years.
- 737. Manroe, Hazel A., Shabbona, Ill. 3 years.
- 738. Marshall, Jennie B., Yorkville, Ill. 3 years.
- 739. Meehan, Bessie, Belvidere, Ill.
- 740. Melaik, Jessie L., Kewanee, Ill. 3 years.
- 741. Mills, Grace Sanford, Wheaton, Ill. 3 years.
- 742. Morris, Edith, Zion City, Ill. 3 years.
- 743. Myers, Florence Edna, 315 S. Vermillion St., Streator, Ill. 3 years.
- 744. Nelson, Minnie A., Chicago Heights, Ill. 3 years.
- 745. Nichols, Lula Belle, Kirkland, Ill. 3 years.
- 746. Norton, Mabel E., Critic, N. I. S. N. S., DeKalb, Ill. 3 years.
- 747. Pettitt, Berenice Mae, Decatur, Ill. 3 years.
- 748. Pingry, Mabel E., Prin. Washington School, Chicago Heights, Ill. 3 years.
- 749. Pratt, Donna L., DeKalb, Ill.
- 750. Pratt, Fannie Estelle, Oak Park, Ill. 2½ years.
- 751. Quinn, Lucy A., Rock Falls, Ill. 2 years.
- 752. Reynolds, Ruth Irene, Riverside, Ill. 2 years.
- 753. Rorig, Mamie J., Elgin, Ill. 3 years.
- 754. Smith, Helen May, Rock Falls, Ill. 3 years.
- 755. Stemwell, Grace S., Forest Park, Ill., 3 years.
- 756. Strossman, Marion R., Aurora, Ill. 3 years.

757. Stubbs, Alice C. (Mrs. H. Johnston), Aurora, Ill. 2 years.
 758. Sullivan, Lillian Mary, Decatur, Ill. 1 year.
 759. Swain, Zora V., Asst. Prin. Public Schools, De Pue, Ill. 2 years.
 760. Swift, Lola E., Assistant in Biology, N. I. S. N. S., DeKalb, Ill. 3 years.
 761. Thompson, Clara Julia, Batavia, Ill. 3 years.
 762. Wilcox, Veva Minnie, Batavia, Ill. 3 years.
 763. Willey, Lily L. (Mrs. Bruce B. Bingham), Clare, Ill. $\frac{1}{2}$ year.
 764. Wilson, Albert E., Prin. Public Schools, Wasco, Ill. 3 years.
 765. Wilson, Lena R., Kirkland, Ill. 2 years.
 766. Wiltzie, Myra Ethel (Mrs. R. L. Wall), 904 La Salle Ave., Chicago, Ill. 2 years.
 767. Wirtz, Ione May, Student Parsons College, Fairfield, Ia. 1 year.

CLASS OF 1912.

768. Anderson, Edith V., Moline, Ill. 2 years.
 769. Anderson, J. Elizabeth, Batavia, Ill. 2 years.
 770. Baldwin, Genevieve, Chicago Heights, Ill. 2 years.
 771. Bapst, C. Berniece, Batavia, Ill. 2 years.
 772. Bender, Lola F., Sioux Falls, S. D. 2 years.
 773. Berg, Lucile V., Chicago Heights, Ill. 2 years.
 774. Blagden, Helen, Sycamore, Ill.
 775. Boyce, Inez M., Dom. Arts H. S., Batavia, Ill. 2 years.
 776. Brown, Ethel A., Grant School, Forest Park, Ill. 1 year.
 777. Burke, Josie W., Rockford, Ill. 2 years.
 778. Butler, Bessie B., Naperville, Ill. 2 years.
 779. Carbary, Anna E., Princeton, Ill. 2 years.
 780. Carter, Nora A., Asst. Critic, N. I. S. N. S., DeKalb, Ill. 2 years.
 781. Clark, Emelyn J., Mendota, Ill. 2 years.
 782. Cockfield, Marjorie, Woodstock, Ill. 2 years.
 783. Coleman, Ray E., High School, Lakefield, Minn. 2 years.
 784. Davidson, Charlotte M., Sioux City, Ia. 2 years.
 785. Dennis, Myrtle T., DeKalb, Ill. 2 years.
 786. Durand, Marion B., Belvidere, Ill. 2 years.
 787. Dysart, Lois, Malta, Ill. 2 years.
 788. Ekeberg, Effie E., Bessemer, Mich. 2 years.
 789. Ekvall, May W., Elgin, Ill. 2 years.
 790. Eldridge, Lillian M., Lodi, Cal. 2 years.
 791. Engelbrecht, Mabel A., Galva, Ill. 2 years.
 792. Fedou, Bess A., Elgin, Ill. 2 years.
 793. Gabel, Otto J., Prin. Public Schools, Malta, Ill. 2 years.
 794. George, Carrie (Mrs. Wilfred Duffey), DeKalb, Ill. $\frac{1}{4}$ year.
 795. Ghilain, Marie M., Joliet, Ill. 2 years.
 796. Gleason, Margaret, DeKalb, Ill.
 797. Graves, Ruth W., Beaver Dam, Wis. 1 year.
 798. Griffith, Enida L., McNabb, Ill.
 799. Hale, Althea M., Spring Valley, Ill. 2 years.
 800. Hamilton, Edith L., McNabb, Ill. 2 years.
 801. Handley, Ethel M., Forest Park, Ill. 2 years.

802. Harrer, Lydia B., Naperville, Ill. 2 years.
803. Havens, Bertha V., Rollo, Ill. 2 years.
804. Haygreen, Maude P., Sycamore, Ill. 2 years.
805. Haynes, A. Iona, Chadwick, Ill. 2 years.
806. Hitchcock, Frances L., Oak Park, Ill.
807. Hitchcock, Helen, River Forest, Ill. 2 years.
808. Holbrook, Ida B., Sterling, Ill. 2 years.
809. Holmgren, Ethel, Franklin Grove, Ill. 2 years.
810. Hueber, Maude M., Malta, Ill. 2 years.
811. Humphrey, Cecil, Prin. Public Schools, Kaneville, Ill. 2 years.
812. Hutchins, Marguerite, Roscoe, Ill. 2 years.
813. Johnson, Edna L., DeKalb, Ill. 1 year.
814. Johnson, Nellie Mae, Sterling, Ill. 2 years.
815. Joiner, Mary Vera, Gurnee, Ill. 1 year.
816. Jones, Emily H., 712 N. Bloomington, Streator, Ill. 2 years.
817. Kaufman, Myrtle L., Critic N. I. S. N. S., DeKalb, Ill. 1 year.
818. Kavanagh, Helen C., 2541 S. 10th St., Omaha, Neb. 2 years.
819. Kays, Lora G., Student Ohio State University.
820. Kelso, Mildred A., Mabel, Minn. 2 years.
821. Keyes, Ethel A., Rockford, Ill. 2 years.
822. Kilker, Gertrude L., Rockford, Ill. 2 years.
823. Kuehl, Dora B., Genoa, Ill. 2 years.
824. Lawlor, Agnes C., Morton Park, Ill. 2 years.
825. Ledford, Denton, Supv. Manual Training, River Forest, Ill. 2 years.
826. Love, L. Louise, DeKalb, Ill. 2 years.
827. Lowery, Erma R., Paw Paw, Ill. 2 years.
828. Lucas, Goldie, Kingston, Ill. 2 years.
829. Lyster, Grace A., Glencoe, Ill. 2 years.
830. McClain, Hazel A., Elgin, Ill. 2 years.
831. McConaughy, Ada J., Rochelle, Ill.
832. Mason, Hazel Bessie, Rockford, Ill. 2 years.
833. Miller, Neva L., Supv. of Music, Allegan, Mich. 2 years.
834. Murray, Ruth E., Morrison, Ill. 2 years.
835. Myers, Jessie I., Forest Park, Ill. 2 years.
836. Nelson, Elsie C., Rockford, Ill. 2 years.
837. Nelson, Ora A., Aurora, Ill.
838. Patten, Barbara A., Asst. Dom. Sci., N. I. S. N. S., DeKalb, Ill. 1 1-3 years.
839. Peters, Florentine, Chicago Heights, Ill. 2 years.
840. Peters, Theresa, Phy. Tr., Highland, Park, Ill. 2 years.
841. Peterson, Bena M., DeKalb, Ill. 2 years.
842. Pittaway, Lois I., Kaneville, Ill. 2 years.
843. Randall, Olive, Yorkville, Ill. 2 years.
844. Reber, Besse, Leaf River, Ill. 2 years.
845. Reynolds, E. Lauretta, Dixon, Ill. 2 years.
846. Rings, Grace, Sioux City, Ia. 2 years.
847. Schell, Lillian K., Clarinda, Ia. 2 years.
848. Schoenholz, Julia M., Scarboro, Ill. 2 years.

849. Shager, Alta M., Rockford, Ill. 2 years.
850. Siegele, Frances M., 2837 Park Pl., Evanston, Ill. 2 years.
851. Skinner, Beryl, High School, Franklin Grove, Ill. 2 years.
852. Slater, Ruth, Beloit, Wis. 2 years.
853. Small, Mae, High School, McHenry, Ill. 2 years.
854. Smith, Mabel M., Rockford, Ill. 2 years.
855. Speaker, Edna L., Richmond, Ill. 2 years.
856. Stanbury, Eva, Byron, Ill. 2 years.
857. Stein, Marguerite, Rochelle, Ill. 2 years.
858. Studer, Emma M., Grays Lake, Ill. 2 years.
859. Thompson, Katherine A., Critic, Normal School, Macomb, Ill. 2 years.
860. Townley, G. Frank, Sup. Public Schools, Ladd, Ill. 2 years.
861. Treadwell, Mrs. Myrtle, Supv. of Music, Pasco, Wash. 2 years.
862. Valentine, Vivian, Lenark, Ill. 1-3 year.
863. Walters, Inez M., Genoa, Ill. 1 year.
864. Wendling, Elsie A., Critic, Training School, DeKalb, Ill. 1 year.
865. Wheeler, Ethel, Libertyville, Ill. 2 years.
866. Wheeler, Grace L., Engadine, Nev. 1 year.
867. Whiting, Ivan V., High School, Clinton, Wis. 2 years.
868. Whiting, Thirza, Sedro-Wooley, Wash. 2 years.
869. Williams, Florence, Richfield, Idaho. 2 years.
870. Wing, Orion, Prin. High School, Poplar Grove, Ill. 2 years.
871. Wollensak, Florence P., Franklin Grove, Ill. 2 years.
872. Worsley, Maud E., Oak Park, Ill. 2 years.

CLASS OF 1913.

873. Aberg, Jennie, Minnesota College, Minneapolis, Minn., 1 year.
874. Adams, Hawthorne D., Forest Park, Ill. 1 year.
875. Anderson, Clara L., Elgin, Ill. 1 year.
876. Anderson, F. Irene, Oak Park, Ill. 1 year.
877. Anderson, Mabel C., Ohio, Ill. 1 year.
878. Anderson, William W., Prin. of High School, Brookings, S. D. 1 year.
879. Aurner, Edith, Stockton, Ill. 1 year.
880. Bailey, Eloise V., Dundee, Ill. 1 year.
881. Baker, William R., Supv. Manual Training, Fairbury, Ill. 1 year.
882. Ballard, Ethel E., Aurora, Ill. 1 year.
883. Barry, Elizabeth P., San Antonio, Tex. 1 year.
884. Bates, Ivy R., DeKalb, Ill. 1 year.
885. Bemis, Nellie M., Rochelle, Ill. 1 year.
886. Benson, Lillian L., Kirkland, Ill. 1 year.
887. Bird, Olive R., Algonquin, Ill. 1 year.
888. Boswell, Louise L., Riverside, Ill. 1 year.
889. Bowler, Ella J., Cicero, Ill. 1 year.
890. Bradstreet, Alice B., North Chicago, Ill. 1 year.
891. Brashears, James Fay, Lena, Ill. $\frac{3}{4}$ year.
892. Bristow, Louise A., DeKalb, Ill. 1 year.

893. Burke, A. Loretto, Waukegan, Ill. 1 year.
894. Burke, L. Mary, Waukegan, Ill. 1 year.
895. Buzzell, Florence, Dundee, Ill. 1 year.
896. Caton, Miriam E., Deaf School, Vancouver, Wash. 1 year.
897. Chaffee, Winifred M., Webster, S. D. 1 year.
898. Chapman, Thomas W., Ward Prin., Kewanee, Ill. 1 year.
899. Chase, Anna B., Glen Ellyn, Ill. 1 year.
900. Clark, Bayard H., Student University of Illinois, Champaign, Ill.
901. Clinch, Mildred M., Sycamore, Ill. 1 year.
902. Cole, David S., Prin. of High School, Benson, Ill. 1 year.
903. Cramer, Bertha M., Highland Park, Ill. 1 year.
904. Cummings, Rachel H., Rockford, Ill. 1 year.
905. Cunningham, Mary M., Joliet, Ill. 1 year.
906. DeWitt, Bessie A., Sterling, Ill. 1 year.
907. DeWolf, Blanche L., Belvidere, Ill.
908. Donovan, A. Mae, Geneva, Ill. 1 year.
909. Doyle, Margaret E., North Chicago, Ill. 1 year.
910. Eddy, Josephine V., Zion City, Ill.
911. Fitzgerald, Edna M., Bozeman, Mont. 1 year.
912. Forsberg, Lillian S., Chicago Heights, Ill. 1 year.
913. Foy, M. Emma, Savanna, Ill. 1 year.
914. Fritz, Norma L., Rock Falls, Ill. 1 year.
915. Glanville, Rae M., Anamosa, Iowa, 1 year.
916. Gunn, Margaret J., Dwight, Ill. 1 year.
917. Halsey, L. Pearl, Rockford, Ill. 1 year.
918. Hartman, Nellie, Tiskilwa, Ill. 1 year.
919. Hayward, Marion F., Richmond, Ill. 1 year.
920. Heath, Hazel I., Rockford, Ill. 1 year.
921. Heath, Ruth E., Kirkwood, Ill. 1 year.
922. Hendricks, Alma, Barrington, Ill. 1 year.
923. Hickcox, Lela M., Bay City, Mich. 1 year.
924. Hogan, Irene C., Seneca, Ill. 1 year.
925. Hoy, Mabelle A., Savanna, Ill. 1 year.
926. Hull, Vera E., Aurora, Ill. 1 year.
927. Jenkins, J. Gertrude, Glen Ellyn, Ill. 1 year.
928. Jenkins, Walter L., Rupert, Idaho. 1 year.
929. Jeanblanc, Ivo M., Muskegon, Mich. 1 year.
930. Johnson, Esther A., Tampico, Ill. 1 year.
931. Johnson, Lillie A., Joliet, Ill. 1 year.
932. Johnson, Ruby E., Chicago Heights, Ill. 1 year.
933. Jones, Helen C., Rockford, Ill. 1 year.
934. Kelley, Maude G., Joliet, Ill. 1 year.
935. Kiester, Alta M., Belvidere, Ill. 1 year.
936. King, Edna J., Dwight, Ill. 1 year.
937. Knudsen, Julie B., Milton, La. 1 year.
938. Koch, Marjorie B., Polo, Ill. 1 year.
939. Larson, Elsie F., West Harvey, Ill. 1 year.
940. Lascelles, Robert J., Hazel, S. D. 1 year.

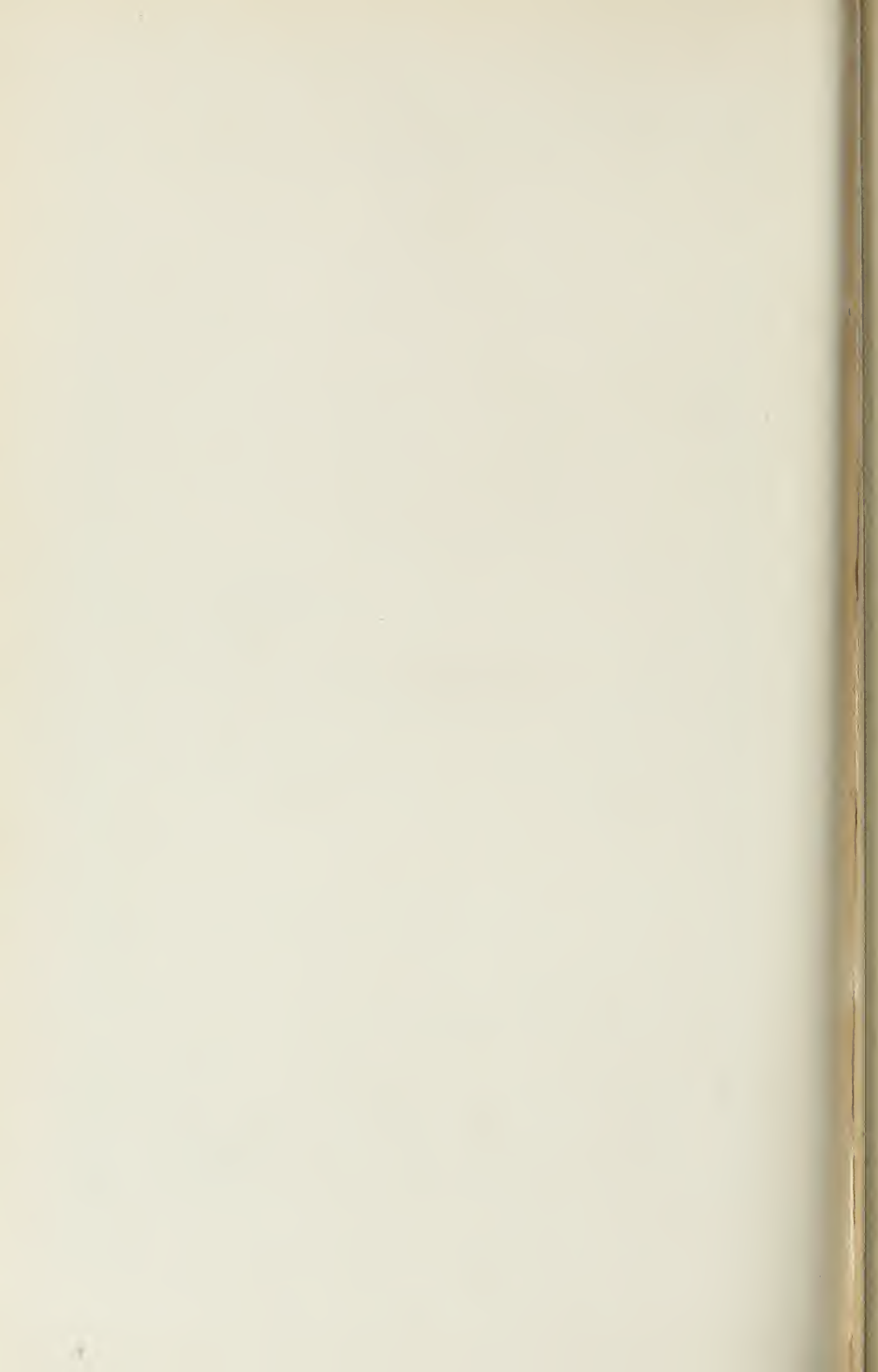
941. Light, Edith, Winnetka, Ill. 1 year.
942. Littlejohn, Carl, Prin. of Schools, Cary Station, Ill. 1 year.
943. Love, Alta G., Rollo, Ill. 1 year.
944. Love, Jessie Ruth, Waterman, Ill. 1 year.
945. Lyster, Mabel E., Berwyn, Ill. 1 year.
946. McConaughy, Editha J. (Mrs. H. I. Gillogly), Chicago, Ill.
947. McNeil, Bessie E., Oak Park, Ill. 1 year.
948. Mack, Grace S., Oregon, Ill. 1 year.
949. Mercer, Mildred L., Waterman, Ill. 1 year.
950. Miller, Neva B., Freeport, Ill. 1 year.
951. Minssen, Herman F., Prin. of Schools, Maple Park, Ill. 1 year.
952. Moon, Paul C., Prin. of Schools, Walnut, Ill. 1 year.
953. Moore, Lillian, Highland Park, Ill. 1½ years.
954. Morris, Helen H., Chicago Heights, Ill. 1 year.
955. Murray, Evelyn G. (Mrs. Walter Shallbarger), DeKalb, Ill. ¼ year.
956. Muzzey, Gertrude E., Carlyle, Ill. 1 year.
957. Neahaus, Mercedes W., Sterling, Ill. 1 year.
958. O'Brien, Paul T., Prin. of Schools, Cortland, Ill. 1 year.
959. Olsten, Hazel, Chicago Heights, Ill. 1 year.
960. Osborne, Myrta E., Monmouth, Ill. 1 year.
961. Pegg, Edythe, Geneva, Ill. 1 year.
962. Peterson, Irving L., Prin. of Schools, Grand Ridge, Ill. 1 year.
963. Phelps, Ruth C., Wheaton, Ill. 1 year.
964. Postle, Marjorie L., Detroit, Mich.
965. Powell, Jennie A., Big Rock, Ill. 1 year.
966. Raue, Ethel A., Monmouth, Ill. 1 year.
967. Richmond, Jean E., Batavia, Ill. 1 year.
968. Riley, Retta V., Chicago Heights, Ill. 1 year.
969. Roefer, Melita, Dundee, Ill. 1 year.
970. Root, Lily Irene, Sycamore, Ill. 1 year.
971. Schmertman, Anna L., Byron, Ill. 1 year.
972. Selter, Alberta, Southern College, Sutherland, Fla. 1 year.
973. Sheap, Harriet, Harmon, Ill. 1 year.
974. Smith, Gladys L., Dwight, Ill. 1 year.
975. Smith, Ida R., Freeport, Ill. 1 year.
976. Squire, Pauline G., Tampico, Ill. 1 year.
977. Stanley, Florence M., DeKalb, Ill. ½ year.
978. Sullivan, Teresa E., Sugar City, Idaho. 1 year.
979. Taylor, Ruth A., Elgin, Ill. 1 year.
980. Thomas, Lucy, Joliet, Ill. 1 year.
981. Tiffany, Deedie, Antioch, Ill. 1 year.
982. Tiffy, Daisy, Asst. Critic, N. I. S. N. S., DeKalb, Ill. 1 year.
983. Tindall, Laura A., DeKalb, Ill.
984. Toenniges, Frederika J., DeKalb, Ill.
985. Vandewalker, Nora E., Belvidere, Ill. 1 year.
986. Wagley, Florence R., Dwight, Ill. 1 year.
987. Weter, Grace L., Hebron, Ill. 1 year.
988. Whitmore, Eugene D., DeKalb, Ill. ½ year.

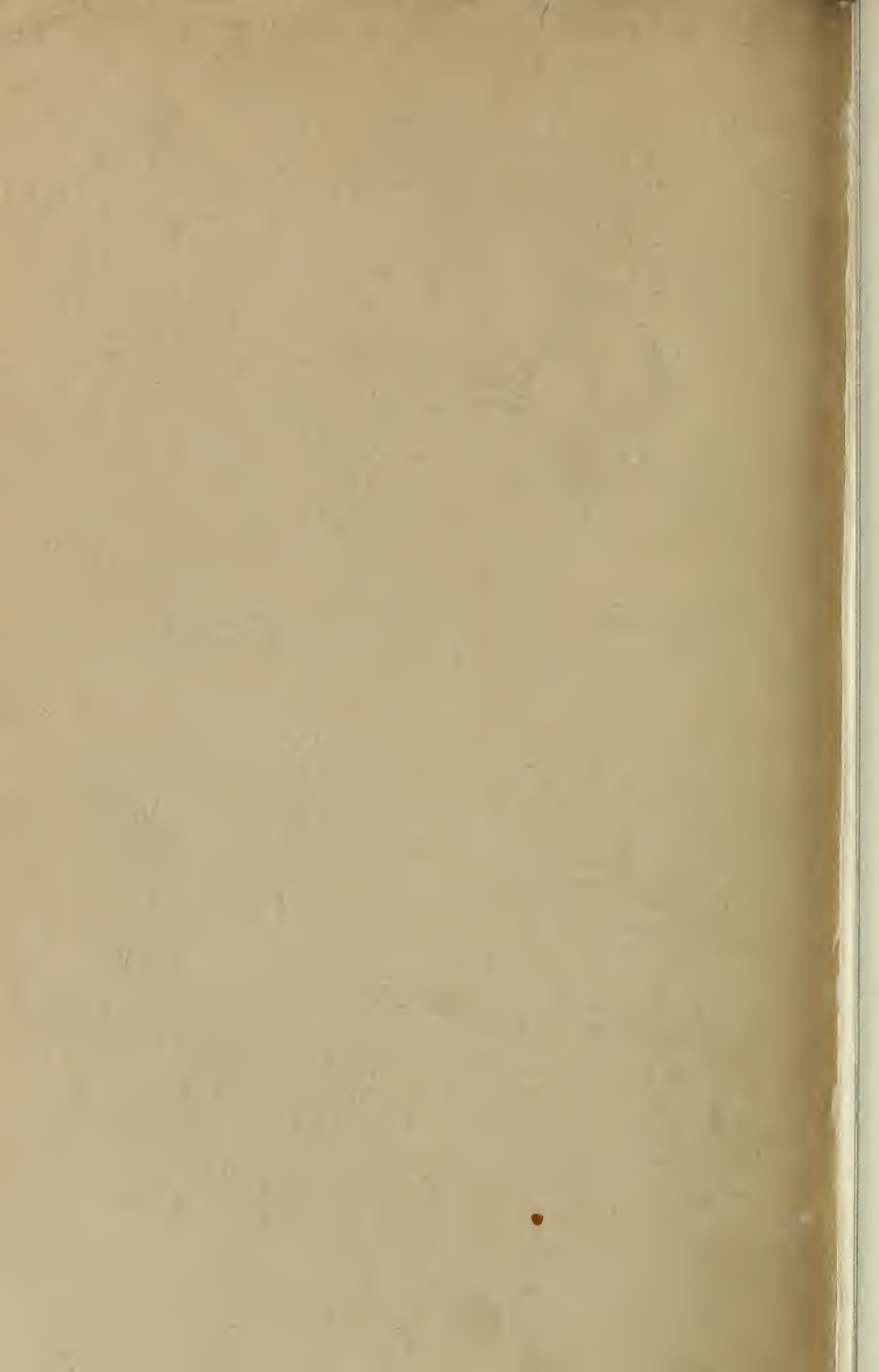
- 989. Whitten, Jennie A., High School, McNabb, Ill. 1 year.
- 990. Wiley, Dale W., Waterman, Ill. 1 year.
- 991. Williams, Grace D., Rockford, Ill. 1 year.
- 992. Willrett, Charlotte H., Cary Station, Ill. 1 year.
- 993. Wilson, Emily S., Oak Park, Ill. 1 year.
- 994. Wood, Matie M., Malta, Ill. 1 year.
- 995. Worcester, Lenore M., Student, University of Illinois, Champaign, Ill.
- 996. Wright, Esther S., High School, Newark, Ill. 1 year.
- 997. Wright, Mary Grace, Granville, Ill. 1 year.

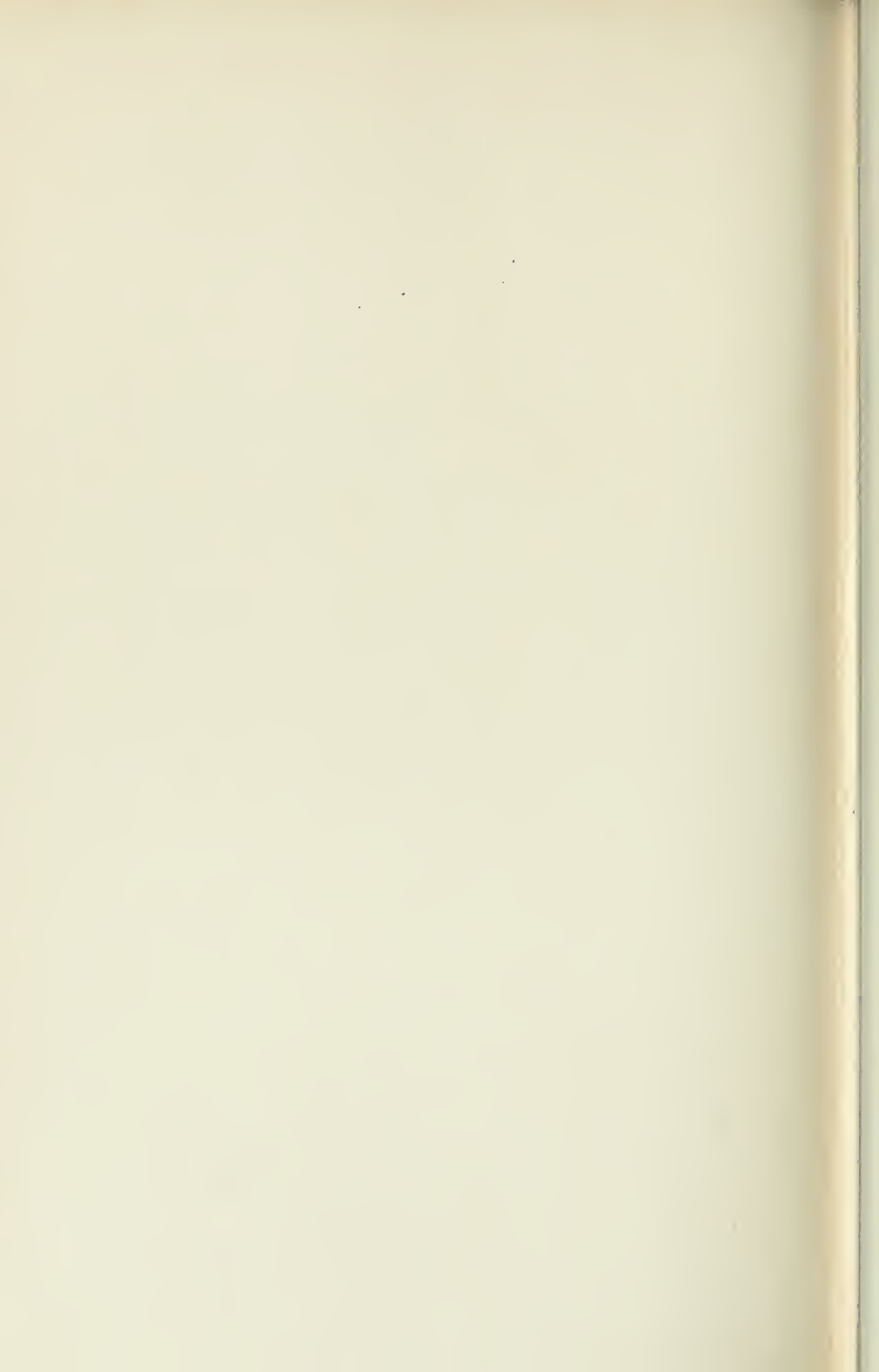
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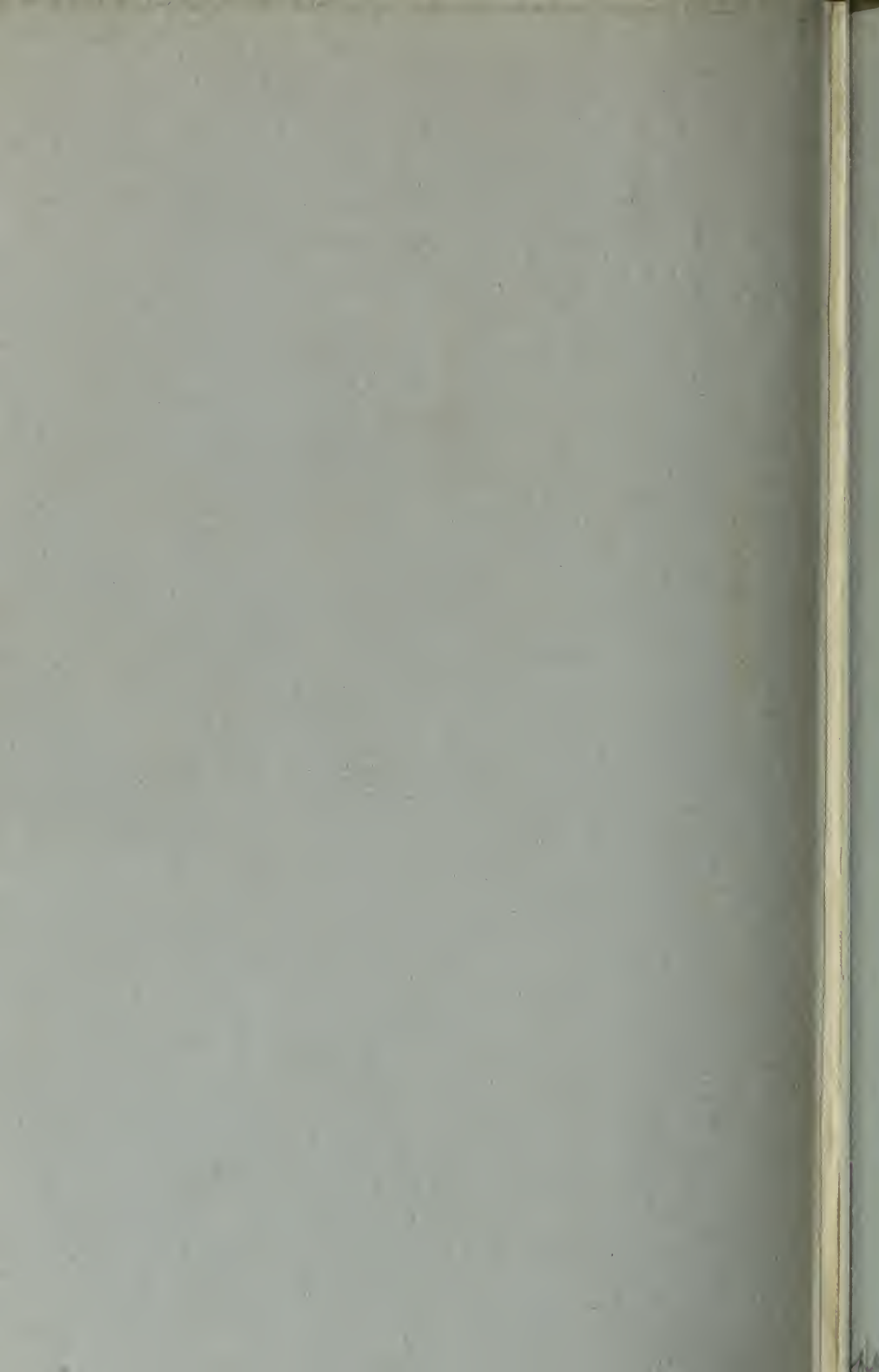
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